



# **Minnesota Teacher Licensure Examinations**

## **Technical Report 2010–2011**

**September 2012**



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## **PREFACE**

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Evaluation Systems group of Pearson prepared this document for the Minnesota Board of Teaching (BOT). It provides information about the Minnesota Teacher Licensure Examinations program (MTLE).

The first section of the report describes the purpose, structure, and composition of the MTLE. It also includes information concerning web-based resources available to assist candidates in preparing for the examinations. Finally, Evaluation Systems approach to bias prevention and fairness in test development is described.

The second section of the report describes the processes used in the development of the MTLE program including the involvement of Minnesota educators in test development, development of test frameworks and assessment specifications, item development, content and bias reviews and establishment of passing scores.

In an effort to continually improve the MTLE, Pearson has worked with the Board of Teaching to implement several enhancements to the program. These enhancements are included in section three of the report.

The last section of the report provides pass rate information on candidates who took one or more MTLE examination during the 2010 – 2011 program year.

# Section I: Purpose of the Minnesota Teacher Licensure Examinations

## Introduction

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Evaluation Systems group of Pearson has developed the Minnesota Teacher Licensure Examinations (MTLE) program on behalf of the Minnesota Board of Teaching (BOT). The main purpose of the MTLE program is to assist the BOT in identifying those candidates who have the basic skills, pedagogical, and content area knowledge needed to obtain an initial Minnesota teaching license. Examinations for licensure are required by Minnesota Rules Chapter 8710, and the MTLE tests are based on and aligned to the Minnesota Teacher Standards .

The MTLE program includes basic skills, pedagogy, and content area tests. Please refer to the following page for a complete list of the tests included in the program. Each test in the MTLE program was developed in accordance with the practices recommended by the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999), which require a clear definition of content domain and a rationale to support a claim that the knowledge and skills being assessed in a licensure test are required for credential-worthy performance. To verify that the MTLE reflect the knowledge and skills essential to an entry-level Minnesota educator, Evaluation Systems used the Minnesota Teacher Standards to draft test frameworks for each test field. Minnesota educators and educator preparation faculty reviewed test materials to confirm that they reflect the knowledge and skills a Minnesota educator must possess to receive a license in a given field and provided recommendations used by the BOT to establish a passing standard for each test.

## Composition of the MTLE Program

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Currently, the MTLE program includes 37 examinations for the fields listed on the following page. The major features of the MTLE test designs are as follows:

- All examinations except World Languages<sup>1</sup> are offered on computer.
- Most examinations include two subtests that cover the range of knowledge and skills needed for entry-level teaching in Minnesota.
- The MTLE Basic Skills and Elementary Education examinations each include three subtests.
- Most of the MTLE tests consist of selected-response (multiple-choice) items only.
- The MTLE Basic Skills Writing subtest consists of selected-response (multiple-choice) and two constructed-response items.
- All the World Language Examinations (with the Exception of Chinese (Mandarin)) consist of both selected-response (multiple-choice) and constructed-response items; the Chinese (Mandarin) World Language Examination consists of constructed-response items only.

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<sup>1</sup> MTLE World Languages examinations are scheduled to be administered by computer only beginning in Fall 2013.

## **MTLE Tests Offered during 2010 – 2011 Program Year**

### **Basic Skills**

001 Reading Subtest

002 Writing Subtest

003 Mathematics Subtest

### **Pedagogy Tests:**

010, 011 Pedagogy: Early Childhood (Birth to Grade 3)

012, 013 Pedagogy: Elementary (Grades K-6)

014, 015 Pedagogy: Secondary (Grades 5-12)

### **Content Area Tests:**

020, 021 Early Childhood Education (Birth to Grade 3)

022, 023 PrePrimary (Age 3 to PreKindergarten)

024, 025, 026 Elementary Education (Grades K-6)

030, 031 Middle Level Communication Arts/Literature (Grades 5-8)

032, 033 Middle Level Social Studies (Grades 5-8)

034, 035 Middle Level Mathematics (Grades 5-8)

036, 037 Middle Level Science (Grades 5-8)

050, 051 Communication Arts/Literature (Grades 5-12)

052, 053 Social Studies (Grades 5-12)

054, 055 Mathematics (Grades 5-12)

056, 057 Health (Grades 5-12)

058, 059 Chemistry (Grades 9-12)

060, 061 Earth and Space Science (Grades 9-12)

062, 063 Life Science (Grades 9-12)

064, 065 Physics (Grades 9-12)

080, 081 Technology (Grades 5-12)

082, 083 Business (Grades 5-12)

084, 085 Family and Consumer Sciences (Grades 5-12)

086, 087 Agricultural Education (Grades 5-12)

100, 101 Reading Teacher (Grades K-12)

102, 103 Library Media Specialist (Grades K-12)

104, 105 Visual Arts (Grades K-12)

106, 107 Instrumental and Vocal Classroom Music (Grades K-12)

108, 109 Theatre (Grades K-12)

110, 111 Dance (Grades K-12)

112, 113 Physical Education (Grades K-12)

114, 115 English as a Second Language (Grades K-12)

130, 131 Computer, Keyboarding, and Related Technology (Grades K-12)

158, 159 World Language and Culture / Chinese (Mandarin) (Grades K-12)

160, 161 World Language and Culture / French (Grades K-12)

162, 163 World Language and Culture / German (Grades K-12)

164, 165 World Language and Culture / Spanish (Grades K-12)

180, 181 Special Education Core Skills (Birth to Age 21)

## **MTLE Match Studies**

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The major purpose of testing is to allow stakeholders to draw inferences about individuals or groups regarding the knowledge and skills they possess. Accurate inferences can be drawn from test scores only if there is agreement between what candidates are expected to know and what appears on a test. Therefore, it is important that the tests assess the knowledge and skills that candidates are expected to possess as outlined in the frameworks, which document the test objectives. One way to determine the degree of agreement between test content and standards is to conduct match studies. The goal of match studies for the MTLE was to show the extent to which the test objectives are aligned with the Minnesota Teacher Standards. A match is indicated if the content of a standard is covered, in whole or in part, by the MTLE test objective. The match studies provide evidence of the validity of the test and support test score interpretation. The match studies for the MTLE program can be found at [www.mtle.nesinc.com/PageView.aspx?f=GEN\\_MatchStudies.html](http://www.mtle.nesinc.com/PageView.aspx?f=GEN_MatchStudies.html).

## **Support Materials and Other Tools for the MTLE**

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Evaluation Systems developed multiple web-based resources to assist candidates in preparing for the MTLE. Candidates have access to materials such as sample items, tutorials on computer-based testing, and fee-based expanded study guides. The following describes several resources available to MTLE candidates:

- **MTLE Elements.** Online free study guides, called MTLE Elements, include an overview of the test format, number of questions, duration, test objectives with descriptive statements, and sample test questions with an answer key.
- **MTLE Practice Test.** Online fee-based practice tests are available for Basic Skills, Early Childhood Education, Elementary Education, Communication Arts/Literature, Social Studies, and the Pedagogy tests. Full-length tests include the same number of scorable questions as the operational tests with explanations for correct responses.
- **MTLE Expanded Study Guide.** Online fee-based expanded study guides are aligned to MTLE test content. Expanded study guides are currently available for 23 MTLE content areas and include sample questions with explanations of correct responses, annotated test frameworks, a score report interpretation guide, and additional study tools. Expanded Study Guides will be available for all MTLE test fields by summer 2013.
- **Computer-Based Testing Tutorial.** The computer-based testing tutorial is designed to familiarize candidates with the navigation tools and operations of computer-based testing. The tutorial guides candidates on how to record, change, and review answers. The tutorial also gives candidates the opportunity to use functions to view visuals and exhibits, scroll pages, and review items.

## Bias Prevention and Fairness in Test Development

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To create sensitive, fair, and valid assessments for test takers, Pearson makes bias prevention and equity a priority during the development and review of all tests. The Pearson manual titled *Fairness and Diversity in Testing* guides these efforts for all Pearson development staff. The Table of Contents of *Fairness and Diversity in Testing* appears below.

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This manual contains four major sections that provide a discussion of the dimensions of bias in test development. The sources of bias discussed include: bias due to content, bias in language, bias due to assumptions and stereotypes, and bias due to lack of inclusion of test content that reflects diversity of the population for whom the test is intended.

The Bias in Content section outlines some potential sources of content bias in items, such as the stem and response alternatives in multiple-choice items, the wording of constructed-response items, and stimulus materials for both multiple-choice and constructed-response items. The section also provides some guidelines for review of test items for potential content bias as follows:

- Test Item-Test Objective Correspondence
  - Test reviewers are advised to check the items that appear to have potentially biased content against its associated objective.

- Test Objective Coverage
  - Test reviewers are advised to verify that the set of items widely sample the content of the test objectives.
- Diverse Content and Context
  - The reviewers are encouraged to review the items to make sure that items situated in context avoid implying individual or group characteristics such as gender and ethnicity.
- Avoid Patronizing Content
  - Test reviewers should check that test items avoid patronizing content or language in referring to the cultures, actions, or products of particular populations.
- Avoid Generalizations
  - Test reviewers are advised to check that test items avoid broad generalizations about any group to avoid stereotypical and biased perspectives of the group.
- Reviewing Potentially Emotional Content
  - Reviewers are encouraged to check items that may contain content that is highly controversial. Reviewers also check for items that may contain emotion-laden facts, events, descriptions, pictures or opinions that may disturb or distract candidates.
- Avoid One-dimensional Portrayals
  - Test reviewers should verify that the set of test items does not treat any group primarily in a one-dimensional manner (e.g. victim or more superior).

The manual also addresses specific bias prevention steps to be taken in test development and methods of bias review to apply during test development. It encompasses test frameworks and objectives and individual test items. It presents a comprehensive understanding of bias, including both bias prevention and equity inclusion (i.e., the inclusion of content that reflects diverse populations).

Pearson test developers and editors are charged with detecting and removing potentially biasing content, situations, language, and stereotypes. Other test development steps also reflect an attention to bias prevention. Content advisory and equity advisory committee composition reflects, to the extent possible, representative demographic characteristics, as does the establishment of samples for content validation surveys and pilot tests. Additionally, statistical analyses are designed to detect instances where one group of candidates performs much better on an item than another group of equivalent ability (differential item functioning) if the number of candidates supports such analyses. Based on the statistics, the items can be reviewed and any issues addressed before tests become operational.

Pearson is committed to developing tests that are fair and equitable. The bias prevention measures contained in the *Fairness and Diversity in Testing* manual guide each stage of test development.

## Section II: Development of the MTLE

Test development involves a comprehensive process of defining and structuring a test field, validating test content, reviewing content to ensure it is equitable and free from bias, developing and field testing items, and establishing an appropriate passing standard through standard setting activities. Pearson developed the MTLE tests using such a process, collecting key validity evidence throughout to support the use of the tests for the purpose of licensing educators.

### Test Validity

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The majority of test development tasks are designed to establish and/or support the connection between the test and its educational purposes. This connection describes validity, which is the central concern in high-stakes professional testing.

Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing and evaluating tests. The process of validation involves accumulating evidence to provide a sound scientific basis for the proposed score interpretations. (AERA, APA, & NCME, 1999, p. 9)

The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) provide professional guidelines for accumulating validity evidence. The guidelines are clear that the process for accumulating such validity evidence is not a matter of performing one step during test development or gathering one set of data from time to time for statistical analysis. Rather, validation is a logical and intellectual process that begins with defining assessment content and continues during both the development and administration of the tests, and is revisited through subsequent validation reviews as tests are updated. Because the collection of validity evidence is an ongoing process, Pearson gathers this evidence in every step of test development. Therefore validity will be referenced in various test development steps described below.

### The Test Development Process

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Pearson developed the MTLE in accordance with the guidelines specified in the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) for defining test content, developing test items, establishing passing standards, and collecting evidence to support the validity of the tests. Pearson incorporated these guidelines for test development for the MTLE in eleven steps.

1. Establish Minnesota Advisory Committees
2. Develop Test Frameworks and Assessment Specifications
3. Conduct Minnesota Review of Preliminary Draft Frameworks
4. Conduct Minnesota Framework Review Conference
5. Conduct Content Validation Surveys
6. Develop Test Items
7. Conduct Minnesota Item Review Conference
8. Conduct Minnesota Field Testing

9. Assemble Items to Create Test Forms
10. Develop Test Preparation Products
11. Establish Passing Scores

To support the connection between the MTLE and its educational purposes, validity played a central role in the test development process. Validity evidence for each of these steps in the development process was carefully compiled and documented in accordance with the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999). Additionally, the test development process reflected careful attention to bias prevention to create fair assessments. Details for each step are described below.

## **1. Establish Minnesota Advisory Committees**

Establishing a validity basis for the MTLE program began with involving Minnesota educators in test development activities. Minnesota educator involvement in test development contributes to validity by grounding the program in Minnesota practice and requirements. Minnesota educators participated in test development activities as members of the Bias Review Committee (BRC), Content Advisory Committees (CAC), and Passing Score Review Panels.

### **Bias Review Committee**

A Bias Review Committee (BRC) of Minnesota educators was established to review test materials for potential bias and representation of diversity, a development step recommended by the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999). Prevention of test bias in the MTLE is important as a matter of fairness and as an aspect of test validity. Bias Reviewers focus on (1) excluding language, content, or perspectives that might disadvantage candidates based on background characteristics irrelevant to the purpose of the test and (2) including content and perspectives that reflect the diversity of the Minnesota population.

**BRC Selection.** Nominations for membership on the BRC were elicited from public and private school administrators, college deans, public school educators, teacher organizations, and other sources approved by the BOT. The BOT-approved criteria that Pearson used in selecting BRC members included the following:

- representation from all geographic areas of Minnesota
- representation from diverse racial, ethnic, cultural, and gender groups
- representation from persons with expertise in student special needs
- representation from certified and practicing public and private school educators (60%–70%) and college faculty (30%–40%)

In addition, BRC members were selected with consideration given to the following criteria:

- representation from education faculty and faculty from other departments
- representation from different grade levels (e.g., early childhood, elementary, middle, and secondary)

**BRC Functions.** The original BRC was a standing committee of about 20-25 Minnesota educators who met in February 2010 to review draft test materials for fairness and sensitivity to identify potential sources of bias based on the review criteria provided, and to make recommendations to the content advisory committees on ways to eliminate

potential sources of bias. The BRC participated in both test framework and item review development activities.

### **Content Advisory Committees**

A Content Advisory Committee (CAC) of Minnesota educators was established for each test field to review test materials for content accuracy and appropriateness. Each CAC included faculty (approximately 30%) and certified and practicing public school and private school educators (approximately 70%) with expertise in the content of the test field. CAC reviews of test materials provide evidence that the test is measuring the content it was designed to assess, thereby contributing to content-related validity evidence of the tests.

**CAC Selection.** Nominations for membership on a CAC were elicited from public and private school administrators, college deans, public school educators, teacher organizations, academic and professional associations, and other sources approved by the BOT.

CAC members were selected with consideration given to the following criteria:

- representation that reflects the cultural diversity of the Minnesota population for the content area.
- representation from educators who have had experience with professional development or mentoring of a teacher candidate and/or beginning teacher
- representation from males and females
- representation across educational levels
- representation from urban, rural, and suburban areas
- representation from the geographic regions within Minnesota
- representation from recent college graduates and more experienced teachers

**CAC Functions.** The CACs participated in the following activities:

- test framework review
- test item review and validation
- marker response selection
- passing score review

### **Passing Score Review Panels**

A Passing Score Review Panel of Minnesota educators was convened to participate in standard setting activities for each MTLE. The selection process for the Passing Score Review Panels mirrored the process described above for the Content Advisory Committees. Some BRC and CAC members who participated in earlier test development activities participated as members of a Passing Score Review Panel. Additional panel members with appropriate qualifications were recruited with assistance from the BOT.

## **2. Develop Test Frameworks and Assessment Specifications**

Pearson developed a test framework for each MTLE examination to clearly define the content knowledge and skills important for the job of an entry-level educator in Minnesota in the area being assessed. This work was guided by recommendations in the *Standards for Educational and Psychological Testing*:

The first step [in test development] is to extend the original statement of purpose(s), and the construct or content domain being considered, into a framework for the test that describes the extent of the domain, or the scope of the construct to be measured. The test framework, therefore, delineates the aspects (e.g., content, skills, processes, and diagnostic features) of the construct or domain to be measured.... The delineation of the test framework can be guided by theory or an analysis of the content domain or job requirements as in the case of many licensing and employment tests. The test framework serves as a guide to subsequent test evaluation. (AERA, APA, & NCME, p. 37)

Pearson structured each test framework to include subareas (domains), objectives, and descriptive statements. Subareas are the primary areas of content knowledge for the assessment area and serve to structure the content for both test preparation and score reporting purposes. The objectives are broad meaningful statements of knowledge and/or skills that are important for performing the job of a certified educator in Minnesota schools. Collectively, the objectives define the range of content to be measured by the examination. The descriptive statements provide further definition of each test objective. Each descriptive statement provides more detailed information about an objective and provides specific examples of the knowledge and skills eligible for testing. There are multiple descriptive statements for each objective.

Standard 14.14 of the *Standards for Educational and Psychological Testing* requires that evidence should be provided to show that the knowledge and skills that the test intends to assess are required for credential-worthy performance in the occupation and are consistent with the purpose of the certification program (AERA, APA, & NCME, 1999). The MTLE frameworks were developed to be consistent with the Minnesota Teacher Standards. As needed, Pearson consulted with Minnesota educators to obtain input and feedback regarding the content and emphasis of the test frameworks.

Pearson developed frameworks that were reviewed by content experts. These reviews elicited focused feedback regarding the content and structure of the draft test frameworks. Reviewer comments were considered, and necessary changes were incorporated into the preliminary draft test frameworks. Finally, Pearson prepared match studies that linked each of the test objectives to its relevant source material, such as the Minnesota Teacher Standards. Minnesota educators participated in an independent, secure online review of the preliminary draft frameworks. Pearson revised the preliminary frameworks based on input received through the online review. The revised frameworks were reviewed and revised again by committees of Minnesota educators. Pearson revised the frameworks as directed by Minnesota educators.

In addition to the test frameworks, Pearson developed assessment specifications that delineate item formats, response formats, scoring specifications and other aspects of the assessment. The assessment specifications contribute to program validity by linking test content with the measurement tools that are most appropriate for assessing that content. Specifications help verify that each test form is an effective measurement instrument that will provide relevant and accurate information about the construct of interest: the knowledge and skills of prospective teacher certificate holders. Pearson drafted Assessment Specifications for each examination. These specifications provided descriptions of the development, design, and structure of the assessment instruments.

**Inclusion of Reading across the Content Areas.** During the initial planning stage for the MTLE program, the Board of Teaching expressed the need for the inclusion of reading content in those fields where reading is a critical component. Draft reading objectives were prepared for those fields. In September of 2009 Evaluation Systems and the Minnesota Board of Teaching convened a meeting of various Minnesota reading

stakeholders and specialists to review draft reading objectives for the fields of Elementary Education, Early Childhood Education and many of the secondary content area fields. Following the meeting the reading objectives were revised and included in the final test frameworks for those fields.

**General Design.** Pearson designed each examination to accommodate the appropriate numbers, types, and distribution of test items, in accordance with the test frameworks for each examination. Most examinations, with the exception of the Basic Skills test, Elementary Education test, and the four World Language tests, consist of two independently scored subtests containing multiple-choice test questions. The subtests for Middle Level Endorsement Mathematics (Grades 5-8), Mathematics (Grades 5-12), Chemistry (Grades 9-12) and Physics (Grades 9-12) each consist of 48 items. The subtests for all other multiple-choice only tests consist of 50 items. Elementary Education includes three subtests; all other fields include two subtests.

The Basic Skills test includes three subtests: the Reading subtest, the Mathematics subtest, and the Writing subtest. The Reading subtest includes 48 multiple-choice items. The Writing subtest is composed of 33 multiple-choice items and 2 constructed-response assignments. The Mathematics subtest consists of 50 multiple-choice items. Elementary Education includes three subtests each of which includes 50 multiple-choice items.

The French, German, and Spanish World Language examinations include two subtests. Subtest 1 includes 100 multiple-choice items; subtest 2 includes 4 constructed-response items. The Chinese World Language examination include two subtests. Subtest 1 includes five (5) constructed-response items; subtest 2 includes four (4) constructed-response items.

### **3. Conduct Minnesota Review of Preliminary Framework**

Pearson conducted an independent, online preliminary framework review conference with Minnesota educators in October 2009. Approximately five BOT-approved CAC members were contacted for each test field to participate in a secure electronic preliminary review of the draft test frameworks. For the preliminary review, CAC members independently reviewed the draft test frameworks according to established review criteria. The CAC members provided feedback to Pearson Systems by answering specific questions regarding the content included in the draft test frameworks using a secure Web-based response form. Pearson reviewed the feedback and revised the draft test frameworks if needed and forwarded suggestions to Minnesota educators who participated in a Framework Review Conference.

### **4 . Conduct Minnesota Framework Review Conference**

Pearson conducted a test framework review conference involving Minnesota advisory committees in November 2009. First the Bias Review Committee (BRC) reviewed the frameworks for potential bias in relation to established review criteria. Pearson provided information regarding the background, purpose, and policies of the MTLE program, and conducted an orientation and review of materials. Committee members reviewed the test frameworks for bias based upon a set of review criteria relating to areas of content, language, offense, stereotypes, diversity, and fairness. Pearson documented any bias-related concerns and forwarded them to the appropriate Minnesota Content Advisory Committee.

In February 2010 the Minnesota Content Advisory Committee (CAC) for each test field reviewed the frameworks to judge their consistency in relation to the testing program, the

degree to which their organization reflected the structure of each field, and their completeness. Content-related validity evidence, which provides evidence that the test is measuring the content it was designed to assess, is essential for licensure tests, and therefore the CAC review process is an important step in establishing appropriate validity evidence for the MTLE tests (AERA, APA, & NCME, 1999).

For each test, a Content Advisory Committee (CAC), composed of Minnesota teachers and teacher educators in the specific field, reviewed and revised the draft framework as necessary to include only content pertinent to the field and important for use in a licensing instrument. As required by the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999), test frameworks for licensure need to focus on knowledge and skills necessary for safe and effective practice in the profession. Following the Framework Review Conference, Pearson revised the test frameworks based on the recommendations of the Minnesota BRC and the CACs.

## **5. Conduct Content Validation Surveys**

Content-related validity evidence is important in licensure testing because it provides evidence that the test adequately represents the content domain of the occupation for which the test is developed (AERA, APA, & NCME, 1999). The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) require a clear definition of content domain and a rationale to support a claim that the knowledge and skills being assessed in a licensure test are required for credential-worthy performance.

In March 2010 Pearson launched a Minnesota content validation survey to gather additional input from Minnesota educators and educator preparation faculty regarding the importance of the knowledge and skills specified in each test framework for entry-level practice in their field. Using an interactive, online survey instrument, Pearson targeted 7150 practicing Minnesota educators (school educators and educator preparation faculty) across the 37 MTLE fields. Participants independently rated the test components of each framework in relation to the importance and representativeness of the knowledge and skills included in the frameworks. A 5 point, Likert-type scale was used to collect the content validation survey ratings.

The survey was completed by early May 2010. The survey results indicated that the knowledge and skills described by the set of objectives and descriptive statements contained in each test framework are important for performing the job of an entry-level teacher in Minnesota schools.

## **6. Develop Test Items**

Pearson developed test items for each MTLE field in accordance with the test frameworks and assessment specifications. For each examination, Pearson assembled a team of content specialists, test development specialists, editors, psychometricians, content reviewers, and equity advisors to develop the test items and associated scoring rubrics, where applicable, and to make sure that the test materials produced were aligned with the test frameworks and met Pearson's standards for editorial and psychometric quality.

## **7. Conduct Minnesota Item Review Conference**

Pearson conducted an item review conference in February 2010 involving two groups of Minnesota reviewers: the Bias Review Committee (BRC) consisting of about 25 members and field-specific Content Advisory Committees (CAC) consisting of up to eight committee members. The committee members included some educators who were

involved in the test framework review as well as additional educators. The BRC and CAC included licensed and practicing Minnesota educators and educator preparation faculty. In addition to checking that items assess appropriate content and are free from bias, Minnesota item review also provides content-related validity evidence. As the *Standards for Educational and Psychological Testing* state:

Important validity evidence can be obtained from an analysis of the relationship between a test's content and the construct it is intended to measure. (AERA, APA, & NCME, 1999, p. 11)

Pearson convened the Minnesota BRC to review the draft test items for potential bias in relation to established review criteria. Committee members reviewed the test items using criteria related to content, language, offense, stereotypes, diversity and fairness. The committee members made recommendations for revising items to avoid potential bias.

Following the BRC review, the Minnesota CACs met to review and revise, as needed, each item. The CACs were provided with the BRC recommendations and were required to address bias-related concerns in the test items. Five broad item review criteria were used in the content review of the draft test items: alignment (to Minnesota teacher standards), match to test objective (alignment to Minnesota teacher standards), accuracy, freedom from bias, and job-relatedness. Items that did not match the review criteria were revised by the Minnesota educators. Following the Item Review Conference, Pearson revised test items based on the recommendations of the BRC and the CACs.

## **8. Conduct Minnesota Field Testing**

Field testing contributes to test validity by gathering evidence regarding the performance characteristics of the test items. Item performance can be assessed and, when needed, items can be revised for future field testing and administration. Pearson conducted a Minnesota field test for MTLE test items to obtain sample responses and data about the items' statistical and qualitative characteristics. Field testing was designed to gather the following information:

- Multiple-choice item level data – to identify how items perform and determine any items that may need revision.
- Constructed-response item level data – to identify how items perform and determine any items that may need revision, and to evaluate the comparability of items within a set. Typically, constructed-response items should be comparable to each other in difficulty and other relevant characteristics within a given category or type.
- Constructed-response item responses – to gather candidate responses that may be used as marker or exemplar responses for test scorer training.

Pearson conducted the field tests at 21 Minnesota colleges and universities under secure testing conditions in April 2010. For the Basic Skills test, undergraduate and graduate students enrolled in Minnesota educator preparation programs were eligible to participate. For all other tests, eligible participants included juniors, seniors, and graduate students enrolled in Minnesota educator preparation programs.

Pearson worked with the Minnesota Association of Colleges for Teacher Education (MACTE) and the designated contacts at Minnesota educator preparation programs to recruit field test participants. Field test sessions were conducted in open sessions and intact classrooms at Minnesota educator preparation programs.

Pearson created field test forms using processes similar to those used for constructing operational test forms, in accordance with the operational assessment specifications. Multiple field test forms were constructed for each examination. Pearson scored the multiple-choice items electronically using the established answer keys and quality control procedures for accuracy of the scoring process. Constructed-response items were scored using procedures and scorers in a process designed to simulate the scoring of operational responses for actual test administrations. Data from the field test items were subject to the following analyses:

#### **Multiple-Choice Items**

- Individual item p-value (percentage of participants answering the item correctly)
- Item-to-test point-biserial correlation
- Distribution of participant responses (percentage of participants selecting each response option including participants omitting the item)
- Mean score by response choice (average score on the multiple-choice set achieved by all participants selecting each response option)

#### **Constructed-Response Items**

- Mean score
- Standard deviation of the scores
- Score distribution
- Scorer discrepancy analysis
- Appropriate multiple comparison test (if the N is greater than or equal to 25) on mean score main-effects to identify items at alpha level .05
- Analysis of variance (ANOVA) to detect item main effect differences and item-by-participant group interactions (provided that the number of responses meets minimum sample size requirements)

In addition, Pearson also reviewed the following sources for any additional qualitative evidence that could have informed a decision about the appropriateness of a constructed-response item.

- Participant comments on the items
- Scorer comments
- Score discrepancies
- The number of blank, unscorable, or low-scoring responses

Multiple-choice and constructed-response items that met BOT-approved criteria were retained in the item bank and eligible for inclusion on operational test forms.

**Marker Response Validation.** Following the field test Pearson conducted a Marker Response Selection meeting in June 2010 for tests with constructed-response items to identify field test item responses to be used as exemplars for each point on the score scale. A subset of the CAC for the Basic Skills writing test and the four world language tests was convened for a meeting to select marker responses for the constructed-response assignments. The use of marker responses, together with the standardized scoring scale and performance characteristics, helps to provide continuity and consistency in scoring over time, across test forms, test administrations, and scorers. The marker responses also help to establish that assigned score points retain consistent

meaning over time, and that candidates' responses are judged similarly regardless of when they take a test or which test form they take.

Each member of the appropriate Content Advisory Committee (CAC) for each test was provided a Marker Selection Manual that included the test framework, test directions, Performance Characteristics and Scoring Scale(s), and the constructed-response assignment(s) planned for the first MTLE administration. They were also provided with field test participant responses to the constructed-response assignment(s) planned for the first MTLE administration. Pearson provided an orientation to the review task. For each score point, committee members were asked to come to consensus and select one response that best represented the score point description. Committee members were encouraged to discuss the selection of the set of marker responses that would best serve as both an anchor set for the constructed-response assignment(s) used at the first operational administration, and as a "historic anchor set" for the test field for the duration of the program. This historic anchor set would be used at the beginning of the training process for all future scorer training sessions.

## 9. Assemble Items to Create Test Forms

Items that met BOT-approved criteria were used to assemble test forms for operational administrations that began in September 2010. These criteria follow industry accepted standards and were outlined in the spring 2010 Field Test Planning document. In this document Evaluation Systems listed the specific item characteristics (based upon each item's statistics gathered during the MTLE field test), that would eliminate any item's immediate consideration for use on an MTLE test form. Multiple-choice items with the following characteristics were subject to further review and field testing before they were considered for use on an operational test form.

- The p-value is less than 0.30.
- The point-biserial correlation is less than 0.10.
- The modal response is not keyed as the correct response.

Additionally, field test data for constructed-responses was also reviewed and decisions were made on the use of specific constructed-response items on operational test forms based upon the data.

Pearson's test construction group used the BOT-approved criteria to assemble each form to meet the appropriate assessment specifications. They also considered item difficulty and the ability of items to distinguish between weak and strong candidates in creating each test form. After the forms were constructed, independent content experts were brought in to review the assembled forms for item accuracy, topicality, overlap, and possible cueing.

## 10. Develop Test Preparation Products

Pearson developed a series of test preparation materials to provide information about each MTLE examination and the expectations on the day of testing. The test preparation materials can be accessed through the program website and include the following.

- **MTLE: Elements**, a free preparation guide for each test field, includes the full test framework and a set of sample test questions.
- **MTLE Expanded Study Guides**, fee-based preparation resources, are available for 23 test fields. They include sample questions with correct response rationales, annotated test frameworks, a score report interpretation guide, and

other helpful study tools. Expanded Study Guides are scheduled to be available for the remaining test fields in summer 2013.

- **MTLE Practice Tests**, a fee-based preparation resource, are available for eight (8) test fields. They are 100% aligned to the MTLE content and simulate the test-taking experience. They include a full-length test and provide rationales for correct responses.
- The **Computer-Based Testing Tutorial** is designed to help familiarize inexperienced candidates with the navigation tools and operations of computer-based testing. The tutorial provides information about the tutorial that will be provided at the testing center. It guides candidates on how to answer questions, change answers, and review answers. The tutorial also gives candidates the opportunity to see the functionality that will be available in the computer-based testing environment.

## 11. Establish Passing Scores

The process of establishing passing requirements on a test is referred to as *standard setting*. Standard setting relates directly to test validation, since the standard setting process produces a recommended passing score—a boundary line between acceptable knowledge and skills relative to the construct of interest (represented by the test form) and unacceptable knowledge and skills. The *Standards for Educational and Psychological Testing* advise that passing scores be set high enough to distinguish adequate from inadequate performance, but not too high to be unreasonably limiting (AERA, APA, & NCME, 1999). Pearson convened Minnesota standard setting panels to provide standard setting recommendations to the BOT in June 2010.

A Passing Score Review Panel of up to ten panelists was established for each examination. As approved by the BOT, Minnesota educators who participated as members of the Content Advisory Committee for the examination were invited to serve as members of the passing score review panel. Additional panelists were recruited as needed.

The modified Angoff (Angoff, 1971) procedure was used to gather standard setting ratings for both multiple-choice items and constructed-response items. Panel members provided two rounds of standard setting ratings based on their professional judgment, their knowledge of the test field, their understanding of the qualifications of prospective educators, and the content of the test items.

Pearson calculated a recommended passing standard for each subtest based on second round ratings provided by the passing score panel members. Pearson provided the panel based recommendations for each subtest to the BOT. The BOT determined the passing score for each subtest.

## Section III: MTLE Program Enhancements

Pearson continually works with the Board of Teaching to evaluate and improve the quality of the MTLE program. Since the beginning of the program, the following enhancements have been implemented.

**Increased testing opportunities.** To provide additional opportunities for candidates to take MTLE tests, Pearson increased the number and length of the testing windows for the program. Computer-based tests are now available during two-week testing windows every month<sup>2</sup>.

**Increased testing locations.** MTLE tests are available at Pearson testing locations in Minnesota and world wide. Since the MTLE became operational in September 2010, Pearson has continued to add test locations in Minnesota. Currently, the MTLE tests are available at 21 locations throughout the state.

**Increased resources for candidate preparation.** Pearson has expanded the resources that are available to candidates to help them prepare for the MTLE. Since program implementation, Pearson has added the following candidate resources to the MTLE program website.

- **Online calculator tutorial.** Candidates can review a description of the online calculator that is provided for select MTLE subtests.
- **Test preparation video.** Candidates can view an 8 minute test preparation video that provides an overview of test preparation and test taking strategies. It describes strategies for preparing for the subtests including how to effectively use the test frameworks and other available preparation materials and resources.
- **Test preparation worksheets.** Candidates can download and complete test preparation worksheets that enable them to evaluate their level of preparedness for the subtests. The worksheets describe how to map the test framework to the curriculum associated with each subtest.
- **Expanded study guides.** Pearson continues to develop expanded study guides for the MTLE program. The expanded study guides provide sample questions with explanations of the correct response and other helpful study tools. Expanded study guides are currently available for 23 test fields. By July 2013 expanded study guides will be available for all 37 MTLE test fields.
- **National Evaluation Series expanded study guides and diagnostic practice tests.** Additional fee-based study materials originally developed for Pearson's National Evaluation Series of tests have also been made available to MTLE candidates. Pearson conducted a crosswalk of the content of the National Evaluation Series materials to verify that the content was generally aligned with the MTLE.

**Resources to assist faculty.** Pearson has worked to provide additional resources for faculty at Minnesota educator preparation programs. Faculty are able to receive a free

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<sup>2</sup> Effective September 4, 2012, **computer-based tests** are available by appointment, year round, Monday through Saturday (excluding holidays) at test centers across the state and nationwide.

trial of the fee-based, expanded study guides so they can review them prior to purchase to ensure that the product will meet their needs. In addition, educator preparation programs may purchase bulk orders of the fee-based preparation materials at discounted prices.

**Redevelopment of the Vocal and Instrumental Music subtests.** Shortly after the first administrations of the MTLE tests in September 2010, the Board of Teaching requested the redevelopment of the Vocal and Instrumental Music Subtest 2. Evaluation Systems worked with the BOT to create a separate Subtest 2 for Instrumental Music and a separate Subtest 2 for Vocal Music. In December 2010, Evaluation Systems and the Board of Teaching convened a panel of music educators to provide a final determination on the assignment of items to the two revised item banks. Based on those Minnesota educator recommendations, a separate Vocal Music Subtest 2 test was created along with a separate Instrumental Music Subtest 2. A passing score review meeting was held on June 8, 2011. The first administration of the new Vocal and Instrumental subtest 2 tests took place in September 2011.

**Streamlined Registration Process.** In September 2011, Pearson improved the candidate registration experience by providing the ability to register to test and schedule a test appointment at the same time.

**Adjusted retake policy.** The retake policy refers to the amount of time that candidates who do not pass a subtest must wait before they can retake the subtest. The original retake policy was set at 90 days. Upon the recommendation of the BOT, it has been changed and is now set to 45 days.

**Adjusting testing time.** Pearson conducted a series of analyses to examine the amount of time used by MTLE examinees. As a result of this analysis, the testing time for five MTLE subtests (Basic Skills – Writing, Middle Level Mathematics Subtest 1, Middle Level Mathematics Subtest 2, Physics Subtest 1, and Physics Subtest 2) is being increased by 15 minutes, effective September 2012.

**Providing preliminary passing status.** By the end of 2012, candidates will be provided with a print out of their preliminary, unofficial passing status after they complete their test. This information is provided for multiple-choice only tests that are delivered on the computer.

**Implementing computer-based testing for World Language subtests.** Pearson is planning to convert the World Language subtests from a paper-based delivery mode to a computer-based delivery beginning in Fall 2013.

## Section IV: Findings: September 2010 – August 2011

The following reports are provided for the MTLE program.

- **Percent Passing each Subtest by Gender and Ethnicity.** The report provides information on the number of examinees passing by gender and ethnicity.
- **Cumulative Retake Analysis.** This report provides information on pass rates by test attempts. For each subtest the number of examinees who tested and the number passing on their first attempt, their second attempt, and their third or greater attempt is provided.

**Interpretive Cautions.** The notes below are an integral part of the accompanying tables.

- Pass rate tables include data from September 2010 through August 2011.
- Mean SS=Mean Scaled Score: Scaled scores are from 100-300. An examinee must receive a scaled score of 240 or higher to pass the subtest.
- Examinees whose data are presented in this document may not reflect the same performance as that of examinees who will take these tests in the future.
- Extreme caution should be used in interpreting data for small numbers of examinees. The examinees for whom results are presented in this document may not reflect the same proportion of all the types and capabilities of examinees in the population who will take the tests in the future.
- Pass rate data are based upon examinees' best attempts.

## References

Angoff, W. H. (1971). Scales, norms, and equivalent scores. In R. L. Thorndike (Ed.). *Educational Measurement* (2<sup>nd</sup> ed., pp. 508-597). Washington, DC: American Council on Education.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.



# **Percent Passing Each Subtest by Gender and Ethnicity**

**(September 1, 2010 – August 31, 2011)**



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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=001 Basic Skills: Reading**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
<b>All Examinees</b>	4,121	2,899	1,222	70	248	254	143	300
<b>No response</b>	29	24	5	83	260	268	189	295
<b>Male</b>	1,058	797	261	75	251	254	143	300
<b>Female</b>	3,034	2,078	956	68	247	249	143	300
<b>African American/Black (not of Hispanic origin)</b>	113	35	78	31	219	222	143	286
<b>American Indian or Alaskan Native</b>	24	15	9	63	248	243	194	286
<b>Asian or Pacific Islander</b>	103	44	59	43	230	231	143	291
<b>Hispanic</b>	105	47	58	45	228	231	157	291
<b>White (not of Hispanic origin)</b>	3,605	2,615	990	73	250	254	148	300
<b>Multiracial</b>	50	39	11	78	256	258	203	291
<b>Other</b>	34	26	8	76	249	254	194	286
<b>Undeclared</b>	87	78	9	90	262	268	189	295

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=002 Basic Skills: Writing**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
<b>All Examinees</b>	4,073	2,766	1,307	68	246	248	140	300
<b>No response</b>	32	20	12	63	249	256	176	297
<b>Male</b>	1,097	727	370	66	245	247	140	300
<b>Female</b>	2,944	2,019	925	69	246	249	140	300
<b>African American/Black (not of Hispanic origin)</b>	102	26	76	25	216	216	140	270
<b>American Indian or Alaskan Native</b>	24	14	10	58	234	243	183	271
<b>Asian or Pacific Islander</b>	106	44	62	42	231	231	169	291
<b>Hispanic</b>	111	42	69	38	223	228	140	281
<b>White (not of Hispanic origin)</b>	3,556	2,514	1,042	71	248	249	140	300
<b>Multiracial</b>	50	30	20	60	243	249	171	293
<b>Other</b>	33	23	10	70	243	244	151	291
<b>Undeclared</b>	91	73	18	80	255	257	154	293

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=003 Basic Skills: Mathematics**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	3,962	2,761	1,201	70	250	255	135	300
No response	27	24	3	89	265	265	190	300
Male	1,021	809	212	79	259	265	135	300
Female	2,914	1,928	986	66	247	250	135	300
African American/Black (not of Hispanic origin)	99	23	76	23	207	210	135	300
American Indian or Alaskan Native	22	14	8	64	236	245	165	275
Asian or Pacific Islander	96	66	30	69	250	258	155	300
Hispanic	102	38	64	37	223	225	135	290
White (not of Hispanic origin)	3,475	2,493	982	72	252	255	135	300
Multiracial	50	34	16	68	246	255	165	300
Other	30	24	6	80	250	255	170	295
Undeclared	88	69	19	78	259	265	160	300

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	282	282	0	100	278	280	240	300
No response	1	--	--	--	--	--	--	--
Male	9	--	--	--	--	--	--	--
Female	272	272	0	100	278	280	240	300
Asian or Pacific Islander	9	--	--	--	--	--	--	--
Hispanic	9	--	--	--	--	--	--	--
White (not of Hispanic origin)	255	255	0	100	279	280	240	300
Multiracial	2	--	--	--	--	--	--	--
Other	5	--	--	--	--	--	--	--
Undeclared	2	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	279	276	3	99	274	277	217	300
No response	1	--	--	--	--	--	--	--
Male	9	--	--	--	--	--	--	--
Female	269	266	3	99	275	277	217	300
Asian or Pacific Islander	9	--	--	--	--	--	--	--
Hispanic	9	--	--	--	--	--	--	--
White (not of Hispanic origin)	252	251	1	100	275	277	217	300
Multiracial	2	--	--	--	--	--	--	--
Other	5	--	--	--	--	--	--	--
Undeclared	2	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=012 Pedagogy: Elementary (Grades K-6) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	1,713	1,499	214	88	256	255	160	300
No response	18	17	1	94	263	265	225	295
Male	276	230	46	83	252	255	160	290
Female	1,419	1,252	167	88	256	255	165	300
African American/Black (not of Hispanic origin)	17	14	3	82	249	240	215	285
American Indian or Alaskan Native	8	--	--	--	--	--	--	--
Asian or Pacific Islander	58	43	15	74	245	250	200	275
Hispanic	29	16	13	55	238	240	160	275
White (not of Hispanic origin)	1,515	1,345	170	89	257	260	165	300
Multiracial	24	24	0	100	260	260	240	290
Other	13	9	4	69	243	250	205	275
Undeclared	49	43	6	88	258	260	210	295

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=013 Pedagogy: Elementary (Grades K-6) Subtest 2**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
<b>All Examinees</b>	1,706	1,506	200	88	259	264	100	300
<b>No response</b>	17	16	1	94	263	264	210	294
<b>Male</b>	277	230	47	83	256	258	100	294
<b>Female</b>	1,412	1,260	152	89	260	264	150	300
<b>African American/Black (not of Hispanic origin)</b>	16	13	3	81	255	255	210	294
<b>American Indian or Alaskan Native</b>	8	--	--	--	--	--	--	--
<b>Asian or Pacific Islander</b>	58	42	16	72	247	252	192	288
<b>Hispanic</b>	29	13	16	45	233	234	100	288
<b>White (not of Hispanic origin)</b>	1,511	1,357	154	90	260	264	156	300
<b>Multiracial</b>	24	24	0	100	260	258	240	288
<b>Other</b>	13	8	5	62	246	252	204	276
<b>Undeclared</b>	47	42	5	89	264	264	216	294

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=014 Pedagogy: Secondary (Grades 5-12) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	1,504	1,411	93	94	259	261	197	296
No response	16	16	0	100	265	264	244	287
Male	623	572	51	92	256	257	197	291
Female	865	823	42	95	260	261	206	296
African American/Black (not of Hispanic origin)	27	22	5	81	248	249	197	287
American Indian or Alaskan Native	4	--	--	--	--	--	--	--
Asian or Pacific Islander	33	30	3	91	256	261	223	287
Hispanic	25	18	7	72	245	244	214	279
White (not of Hispanic origin)	1,317	1,248	69	95	259	261	197	296
Multiracial	12	11	1	92	260	266	210	279
Other	21	18	3	86	254	249	227	291
Undeclared	65	60	5	92	260	261	214	283

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=015 Pedagogy: Secondary (Grades 5-12) Subtest 2**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	1,496	1,465	31	98	269	270	189	300
No response	16	16	0	100	275	274	253	296
Male	616	604	12	98	267	270	197	300
Female	864	845	19	98	270	274	189	300
African American/Black (not of Hispanic origin)	25	23	2	92	264	261	231	296
American Indian or Alaskan Native	4	--	--	--	--	--	--	--
Asian or Pacific Islander	32	32	0	100	268	266	249	296
Hispanic	26	21	5	81	251	253	189	287
White (not of Hispanic origin)	1,313	1,291	22	98	269	270	197	300
Multiracial	12	12	0	100	272	272	244	291
Other	19	18	1	95	261	261	214	283
Undeclared	65	64	1	98	273	274	223	300

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=020 Early Childhood Education (Birth to Grade 3) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	249	239	10	96	265	266	210	296
Male	4	--	--	--	--	--	--	--
Female	245	235	10	96	265	266	210	296
African American/Black (not of Hispanic origin)	2	--	--	--	--	--	--	--
Asian or Pacific Islander	5	--	--	--	--	--	--	--
Hispanic	6	--	--	--	--	--	--	--
White (not of Hispanic origin)	230	223	7	97	266	270	231	296
Multiracial	1	--	--	--	--	--	--	--
Other	2	--	--	--	--	--	--	--
Undeclared	3	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=021 Early Childhood Education (Birth to Grade 3) Subtest 2**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	249	229	20	92	258	258	180	294
Male	4	--	--	--	--	--	--	--
Female	245	225	20	92	258	258	180	294
African American/Black (not of Hispanic origin)	2	--	--	--	--	--	--	--
Asian or Pacific Islander	5	--	--	--	--	--	--	--
Hispanic	6	--	--	--	--	--	--	--
White (not of Hispanic origin)	230	214	16	93	258	258	210	294
Multiracial	1	--	--	--	--	--	--	--
Other	2	--	--	--	--	--	--	--
Undeclared	3	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=022 PrePrimary (Age 3 to PreKindergarten) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	169	163	6	96	267	270	215	295
No response	4	--	--	--	--	--	--	--
Male	8	--	--	--	--	--	--	--
Female	157	152	5	97	267	270	215	295
African American/Black (not of Hispanic origin)	2	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	2	--	--	--	--	--	--	--
Hispanic	2	--	--	--	--	--	--	--
White (not of Hispanic origin)	155	151	4	97	268	270	215	295
Multiracial	1	--	--	--	--	--	--	--
Other	2	--	--	--	--	--	--	--
Undeclared	4	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=023 PrePrimary (Age 3 to PreKindergarten) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	168	135	33	80	247	248	185	284
No response	4	--	--	--	--	--	--	--
Male	8	--	--	--	--	--	--	--
Female	156	126	30	81	247	245	185	284
African American/Black (not of Hispanic origin)	2	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	2	--	--	--	--	--	--	--
Hispanic	2	--	--	--	--	--	--	--
White (not of Hispanic origin)	154	125	29	81	247	248	185	284
Multiracial	1	--	--	--	--	--	--	--
Other	2	--	--	--	--	--	--	--
Undeclared	4	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=024 Elementary Education (Grades K-6) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	1,279	1,180	99	92	260	260	188	300
No response	13	13	0	100	266	264	244	296
Male	191	171	20	90	255	252	208	296
Female	1,075	996	79	93	261	264	188	300
African American/Black (not of Hispanic origin)	9	--	--	--	--	--	--	--
American Indian or Alaskan Native	5	--	--	--	--	--	--	--
Asian or Pacific Islander	33	29	4	88	250	252	220	276
Hispanic	23	17	6	74	250	256	216	288
White (not of Hispanic origin)	1,150	1,069	81	93	261	260	188	300
Multiracial	15	15	0	100	265	264	244	288
Other	11	7	4	64	251	256	216	288
Undeclared	33	32	1	97	265	268	236	292

*The accompanying interpretive notes page is an integral part of this table.*

**Confidential/Test Secure**

**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=025 Elementary Education (Grades K-6) Subtest 2**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
<b>All Examinees</b>	1,273	1,138	135	89	261	263	171	300
<b>No response</b>	13	12	1	92	260	258	217	291
<b>Male</b>	191	174	17	91	266	268	171	295
<b>Female</b>	1,069	952	117	89	261	263	180	300
<b>African American/Black (not of Hispanic origin)</b>	9	--	--	--	--	--	--	--
<b>American Indian or Alaskan Native</b>	5	--	--	--	--	--	--	--
<b>Asian or Pacific Islander</b>	33	28	5	85	257	258	222	300
<b>Hispanic</b>	22	14	8	64	241	243	171	282
<b>White (not of Hispanic origin)</b>	1,145	1,036	109	90	262	263	180	300
<b>Multiracial</b>	15	13	2	87	260	263	222	291
<b>Other</b>	11	8	3	73	249	245	203	282
<b>Undeclared</b>	33	29	4	88	263	263	222	291

*The accompanying interpretive notes page is an integral part of this table.*

**Confidential/Test Secure**

**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=026 Elementary Education (Grades K-6) Subtest 3**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	1,269	898	371	71	248	250	105	300
No response	13	12	1	92	260	260	215	285
Male	190	150	40	79	256	260	170	300
Female	1,066	736	330	69	246	250	105	300
African American/Black (not of Hispanic origin)	10	5	5	50	220	240	105	275
American Indian or Alaskan Native	5	--	--	--	--	--	--	--
Asian or Pacific Islander	32	22	10	69	239	245	180	275
Hispanic	22	9	13	41	229	230	160	285
White (not of Hispanic origin)	1,141	814	327	71	249	250	150	300
Multiracial	15	12	3	80	253	265	205	285
Other	11	5	6	45	230	220	205	270
Undeclared	33	28	5	85	260	260	230	295

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=030 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	267	233	34	87	251	253	201	279
No response	1	--	--	--	--	--	--	--
Male	22	18	4	82	251	253	210	274
Female	244	214	30	88	251	253	201	279
African American/Black (not of Hispanic origin)	3	--	--	--	--	--	--	--
Asian or Pacific Islander	6	--	--	--	--	--	--	--
Hispanic	4	--	--	--	--	--	--	--
White (not of Hispanic origin)	240	211	29	88	251	253	201	279
Multiracial	5	--	--	--	--	--	--	--
Other	1	--	--	--	--	--	--	--
Undeclared	8	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=031 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	266	237	29	89	256	256	202	295
No response	1	--	--	--	--	--	--	--
Male	22	21	1	95	260	262	207	284
Female	243	215	28	88	255	256	202	295
African American/Black (not of Hispanic origin)	3	--	--	--	--	--	--	--
Asian or Pacific Islander	6	--	--	--	--	--	--	--
Hispanic	4	--	--	--	--	--	--	--
White (not of Hispanic origin)	239	215	24	90	256	256	202	289
Multiracial	5	--	--	--	--	--	--	--
Other	1	--	--	--	--	--	--	--
Undeclared	8	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

**Confidential/Test Secure**

**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=032 Middle Level Social Studies (Grades 5-8) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	149	119	30	80	251	249	219	285
No response	1	--	--	--	--	--	--	--
Male	42	36	6	86	255	255	222	285
Female	106	82	24	77	249	249	219	285
Asian or Pacific Islander	2	--	--	--	--	--	--	--
Hispanic	2	--	--	--	--	--	--	--
White (not of Hispanic origin)	136	109	27	80	251	249	219	285
Multiracial	3	--	--	--	--	--	--	--
Other	1	--	--	--	--	--	--	--
Undeclared	5	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

**Confidential/Test Secure**

**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=033 Middle Level Social Studies (Grades 5-8) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	149	115	34	77	251	250	217	290
No response	1	--	--	--	--	--	--	--
Male	42	39	3	93	259	260	217	290
Female	106	75	31	71	248	247	220	287
Asian or Pacific Islander	2	--	--	--	--	--	--	--
Hispanic	2	--	--	--	--	--	--	--
White (not of Hispanic origin)	136	103	33	76	251	250	217	290
Multiracial	3	--	--	--	--	--	--	--
Other	1	--	--	--	--	--	--	--
Undeclared	5	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

**Confidential/Test Secure**

**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=034 Middle Level Mathematics (Grades 5-8) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	193	41	152	21	200	198	114	300
No response	1	--	--	--	--	--	--	--
Male	43	15	28	35	218	222	150	300
Female	149	26	123	17	195	192	114	276
African American/Black (not of Hispanic origin)	1	--	--	--	--	--	--	--
Asian or Pacific Islander	7	--	--	--	--	--	--	--
Hispanic	3	--	--	--	--	--	--	--
White (not of Hispanic origin)	172	38	134	22	202	198	132	300
Multiracial	2	--	--	--	--	--	--	--
Other	2	--	--	--	--	--	--	--
Undeclared	6	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=035 Middle Level Mathematics (Grades 5-8) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	189	60	129	32	216	218	125	284
No response	1	--	--	--	--	--	--	--
Male	43	17	26	40	229	229	180	273
Female	145	43	102	30	213	213	125	284
African American/Black (not of Hispanic origin)	1	--	--	--	--	--	--	--
Asian or Pacific Islander	7	--	--	--	--	--	--	--
Hispanic	3	--	--	--	--	--	--	--
White (not of Hispanic origin)	168	56	112	33	218	218	125	284
Multiracial	2	--	--	--	--	--	--	--
Other	2	--	--	--	--	--	--	--
Undeclared	6	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=036 Middle Level Science (Grades 5-8) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	232	206	26	89	260	263	214	296
No response	2	--	--	--	--	--	--	--
Male	73	69	4	95	267	270	214	296
Female	157	135	22	86	257	259	214	289
African American/Black (not of Hispanic origin)	1	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	4	--	--	--	--	--	--	--
Hispanic	3	--	--	--	--	--	--	--
White (not of Hispanic origin)	213	190	23	89	260	263	214	296
Other	5	--	--	--	--	--	--	--
Undeclared	5	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=037 Middle Level Science (Grades 5-8) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	229	172	57	75	251	256	176	300
No response	2	--	--	--	--	--	--	--
Male	73	57	16	78	256	260	176	300
Female	154	114	40	74	249	254	188	292
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	4	--	--	--	--	--	--	--
Hispanic	3	--	--	--	--	--	--	--
White (not of Hispanic origin)	211	159	52	75	251	256	176	296
Other	5	--	--	--	--	--	--	--
Undeclared	5	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=050 Communication Arts/Literature (Grades 5-12) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	278	268	10	96	266	266	189	296
No response	3	--	--	--	--	--	--	--
Male	90	87	3	97	266	266	231	296
Female	185	178	7	96	266	266	189	296
African American/Black (not of Hispanic origin)	4	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	1	--	--	--	--	--	--	--
Hispanic	5	--	--	--	--	--	--	--
White (not of Hispanic origin)	248	243	5	98	267	266	227	296
Multiracial	3	--	--	--	--	--	--	--
Other	3	--	--	--	--	--	--	--
Undeclared	13	13	0	100	267	266	240	279

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=051 Communication Arts/Literature (Grades 5-12) Subtest 2**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	277	230	47	83	251	255	150	290
No response	3	--	--	--	--	--	--	--
Male	90	76	14	84	252	255	180	285
Female	184	151	33	82	251	250	150	290
African American/Black (not of Hispanic origin)	4	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	1	--	--	--	--	--	--	--
Hispanic	5	--	--	--	--	--	--	--
White (not of Hispanic origin)	247	208	39	84	252	250	200	290
Multiracial	3	--	--	--	--	--	--	--
Other	3	--	--	--	--	--	--	--
Undeclared	13	12	1	92	260	265	210	280

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=052 Social Studies (Grades 5-12) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	280	214	66	76	249	249	197	287
No response	3	--	--	--	--	--	--	--
Male	155	128	27	83	253	253	210	287
Female	122	83	39	68	245	244	197	287
African American/Black (not of Hispanic origin)	2	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	3	--	--	--	--	--	--	--
Hispanic	5	--	--	--	--	--	--	--
White (not of Hispanic origin)	241	182	59	76	250	249	197	287
Multiracial	3	--	--	--	--	--	--	--
Other	5	--	--	--	--	--	--	--
Undeclared	20	18	2	90	255	255	223	283

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=053 Social Studies (Grades 5-12) Subtest 2**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	281	157	124	56	239	240	193	279
No response	3	--	--	--	--	--	--	--
Male	155	95	60	61	241	240	193	279
Female	123	60	63	49	235	236	197	279
African American/Black (not of Hispanic origin)	2	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	3	--	--	--	--	--	--	--
Hispanic	5	--	--	--	--	--	--	--
White (not of Hispanic origin)	242	133	109	55	238	240	197	279
Multiracial	3	--	--	--	--	--	--	--
Other	5	--	--	--	--	--	--	--
Undeclared	20	13	7	65	243	240	227	261

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=054 Mathematics (Grades 5-12) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	174	123	51	71	244	249	162	295
No response	1	--	--	--	--	--	--	--
Male	72	54	18	75	249	249	162	295
Female	101	69	32	68	241	249	162	295
African American/Black (not of Hispanic origin)	2	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	6	--	--	--	--	--	--	--
Hispanic	2	--	--	--	--	--	--	--
White (not of Hispanic origin)	150	104	46	69	244	249	162	295
Multiracial	2	--	--	--	--	--	--	--
Other	2	--	--	--	--	--	--	--
Undeclared	9	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=055 Mathematics (Grades 5-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	172	131	41	76	248	253	163	291
No response	1	--	--	--	--	--	--	--
Male	71	58	13	82	253	253	163	287
Female	100	73	27	73	245	249	171	291
African American/Black (not of Hispanic origin)	2	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	6	--	--	--	--	--	--	--
Hispanic	2	--	--	--	--	--	--	--
White (not of Hispanic origin)	148	114	34	77	249	253	171	287
Multiracial	2	--	--	--	--	--	--	--
Other	2	--	--	--	--	--	--	--
Undeclared	9	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=056 Health (Grades 5-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	116	116	0	100	269	266	240	300
Male	58	58	0	100	267	261	240	300
Female	58	58	0	100	271	268	244	296
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	1	--	--	--	--	--	--	--
Hispanic	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	110	110	0	100	269	266	240	300
Multiracial	2	--	--	--	--	--	--	--
Other	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=057 Health (Grades 5-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	114	114	0	100	267	268	244	296
Male	57	57	0	100	265	264	244	292
Female	57	57	0	100	269	268	244	296
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	1	--	--	--	--	--	--	--
Hispanic	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	108	108	0	100	267	268	244	296
Multiracial	2	--	--	--	--	--	--	--
Other	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=058 Chemistry (Grades 9-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	78	69	9	88	262	261	222	296
No response	2	--	--	--	--	--	--	--
Male	26	26	0	100	268	267	244	296
Female	50	41	9	82	260	261	222	296
Asian or Pacific Islander	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	74	65	9	88	262	261	222	296
Other	2	--	--	--	--	--	--	--
Undeclared	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=059 Chemistry (Grades 9-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	76	68	8	89	260	261	212	300
No response	2	--	--	--	--	--	--	--
Male	26	26	0	100	264	265	240	289
Female	48	40	8	83	257	256	212	300
Asian or Pacific Islander	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	72	64	8	89	259	258	212	300
Other	2	--	--	--	--	--	--	--
Undeclared	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=060 Earth and Space Science (Grades 9-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	27	13	14	48	229	228	150	288
Male	12	7	5	58	233	243	168	270
Female	15	6	9	40	226	228	150	288
African American/Black (not of Hispanic origin)	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	24	13	11	54	233	240	150	288
Other	1	--	--	--	--	--	--	--
Undeclared	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=061 Earth and Space Science (Grades 9-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	27	11	16	41	227	230	170	275
Male	12	7	5	58	238	243	175	275
Female	15	4	11	27	218	230	170	250
African American/Black (not of Hispanic origin)	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	24	11	13	46	231	235	170	275
Other	1	--	--	--	--	--	--	--
Undeclared	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=062 Life Science (Grades 9-12) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	119	98	21	82	253	253	201	291
No response	1	--	--	--	--	--	--	--
Male	40	30	10	75	250	253	201	291
Female	78	67	11	86	254	253	206	287
African American/Black (not of Hispanic origin)	2	--	--	--	--	--	--	--
Asian or Pacific Islander	1	--	--	--	--	--	--	--
Hispanic	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	105	88	17	84	253	253	201	291
Multiracial	1	--	--	--	--	--	--	--
Other	4	--	--	--	--	--	--	--
Undeclared	5	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=063 Life Science (Grades 9-12) Subtest 2**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	118	81	37	69	245	248	185	290
No response	1	--	--	--	--	--	--	--
Male	39	27	12	69	247	250	195	285
Female	78	53	25	68	243	245	185	290
African American/Black (not of Hispanic origin)	2	--	--	--	--	--	--	--
Asian or Pacific Islander	1	--	--	--	--	--	--	--
Hispanic	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	104	73	31	70	245	248	185	290
Multiracial	1	--	--	--	--	--	--	--
Other	4	--	--	--	--	--	--	--
Undeclared	5	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=064 Physics (Grades 9-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	40	14	26	35	224	229	164	295
No response	1	--	--	--	--	--	--	--
Male	21	9	12	43	231	229	175	295
Female	18	5	13	28	216	227	164	256
Asian or Pacific Islander	2	--	--	--	--	--	--	--
Hispanic	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	36	12	24	33	224	229	164	295
Undeclared	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=065 Physics (Grades 9-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	39	12	27	31	222	217	162	272
No response	1	--	--	--	--	--	--	--
Male	21	9	12	43	233	235	194	272
Female	17	3	14	18	209	208	162	268
Asian or Pacific Islander	2	--	--	--	--	--	--	--
Hispanic	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	35	12	23	34	225	222	162	272
Undeclared	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=080 Technology (Grades 5-12) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
<b>All Examinees</b>	14	12	2	86	249	253	215	275
<b>Male</b>	14	12	2	86	249	253	215	275
<b>African American/Black (not of Hispanic origin)</b>	1	--	--	--	--	--	--	--
<b>White (not of Hispanic origin)</b>	13	11	2	85	248	251	215	275

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=081 Technology (Grades 5-12) Subtest 2**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
<b>All Examinees</b>	14	12	2	86	247	248	229	266
<b>Male</b>	14	12	2	86	247	248	229	266
<b>African American/Black (not of Hispanic origin)</b>	1	--	--	--	--	--	--	--
<b>White (not of Hispanic origin)</b>	13	11	2	85	247	248	229	266

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=082 Business (Grades 5-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	36	28	8	78	250	248	220	276
Male	22	19	3	86	253	252	224	276
Female	14	9	5	64	243	246	220	264
Asian or Pacific Islander	2	--	--	--	--	--	--	--
White (not of Hispanic origin)	32	26	6	81	251	248	220	276
Undeclared	2	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=083 Business (Grades 5-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	36	32	4	89	250	250	230	270
Male	22	20	2	91	251	255	230	270
Female	14	12	2	86	247	248	230	260
Asian or Pacific Islander	2	--	--	--	--	--	--	--
White (not of Hispanic origin)	32	28	4	88	250	250	230	270
Undeclared	2	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=084 Family and Consumer Sciences (Grades 5-12) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	18	18	0	100	268	270	240	290
Female	18	18	0	100	268	270	240	290
Asian or Pacific Islander	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	17	17	0	100	267	270	240	290

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=085 Family and Consumer Sciences (Grades 5-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	18	14	4	78	249	249	217	272
Female	18	14	4	78	249	249	217	272
Asian or Pacific Islander	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	17	13	4	76	248	249	217	272

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=086 Agricultural Education (Grades 5-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	6	--	--	--	--	--	--	--
Male	3	--	--	--	--	--	--	--
Female	3	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	4	--	--	--	--	--	--	--
Undeclared	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=087 Agricultural Education (Grades 5-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	6	--	--	--	--	--	--	--
Male	3	--	--	--	--	--	--	--
Female	3	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	4	--	--	--	--	--	--	--
Undeclared	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=100 Reading Teacher (Grades K-12) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	351	326	25	93	266	270	197	300
No response	3	--	--	--	--	--	--	--
Male	31	28	3	90	263	266	227	287
Female	317	295	22	93	266	270	197	300
African American/Black (not of Hispanic origin)	7	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	4	--	--	--	--	--	--	--
Hispanic	2	--	--	--	--	--	--	--
White (not of Hispanic origin)	319	297	22	93	267	270	197	300
Multiracial	4	--	--	--	--	--	--	--
Other	2	--	--	--	--	--	--	--
Undeclared	12	12	0	100	265	261	240	287

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=101 Reading Teacher (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	349	302	47	87	260	265	195	300
No response	3	--	--	--	--	--	--	--
Male	31	26	5	84	259	260	225	280
Female	315	273	42	87	260	265	195	300
African American/Black (not of Hispanic origin)	7	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	4	--	--	--	--	--	--	--
Hispanic	2	--	--	--	--	--	--	--
White (not of Hispanic origin)	317	279	38	88	261	265	195	300
Multiracial	4	--	--	--	--	--	--	--
Other	2	--	--	--	--	--	--	--
Undeclared	12	12	0	100	262	260	245	280

*The accompanying interpretive notes page is an integral part of this table.*

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=102 Library Media Specialist (Grades K-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	23	23	0	100	260	260	244	280
No response	1	--	--	--	--	--	--	--
Male	4	--	--	--	--	--	--	--
Female	18	18	0	100	260	260	244	280
White (not of Hispanic origin)	21	21	0	100	261	260	244	280
Undeclared	2	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=103 Library Media Specialist (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	22	22	0	100	263	261	244	279
No response	1	--	--	--	--	--	--	--
Male	4	--	--	--	--	--	--	--
Female	17	17	0	100	262	261	244	279
White (not of Hispanic origin)	20	20	0	100	263	261	244	279
Undeclared	2	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=104 Visual Arts (Grades K-12) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	76	61	15	80	250	253	200	293
Male	16	13	3	81	253	253	207	293
Female	60	48	12	80	249	247	200	293
Asian or Pacific Islander	2	--	--	--	--	--	--	--
Hispanic	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	70	56	14	80	250	253	200	293
Undeclared	3	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=105 Visual Arts (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	76	51	25	67	240	245	147	289
Male	16	13	3	81	249	254	207	289
Female	60	38	22	63	238	245	147	284
Asian or Pacific Islander	2	--	--	--	--	--	--	--
Hispanic	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	70	45	25	64	239	245	147	289
Undeclared	3	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

**Test=106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1**

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	130	123	7	95	262	262	196	300
No response	2	--	--	--	--	--	--	--
Male	52	52	0	100	265	265	240	300
Female	76	69	7	91	260	262	196	289
African American/Black (not of Hispanic origin)	1	--	--	--	--	--	--	--
Asian or Pacific Islander	4	--	--	--	--	--	--	--
Hispanic	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	117	110	7	94	262	262	196	300
Undeclared	7	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=107 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	128	116	12	91	259	258	203	300
No response	1	--	--	--	--	--	--	--
Male	52	47	5	90	260	263	222	291
Female	75	68	7	91	257	258	203	300
African American/Black (not of Hispanic origin)	1	--	--	--	--	--	--	--
Asian or Pacific Islander	4	--	--	--	--	--	--	--
Hispanic	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	116	105	11	91	259	258	222	300
Undeclared	6	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=108 Theatre (Grades K-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	2	--	--	--	--	--	--	--
No response	1	--	--	--	--	--	--	--
Male	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	1	--	--	--	--	--	--	--
Undeclared	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=109 Theatre (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	2	--	--	--	--	--	--	--
No response	1	--	--	--	--	--	--	--
Male	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	1	--	--	--	--	--	--	--
Undeclared	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=110 Dance (Grades K-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	4	--	--	--	--	--	--	--
Female	4	--	--	--	--	--	--	--
White (not of Hispanic origin)	4	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=111 Dance (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	4	--	--	--	--	--	--	--
Female	4	--	--	--	--	--	--	--
White (not of Hispanic origin)	4	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=112 Physical Education (Grades K-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	134	124	10	93	254	254	157	286
Male	81	73	8	90	252	254	157	277
Female	53	51	2	96	256	254	231	286
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	2	--	--	--	--	--	--	--
Hispanic	3	--	--	--	--	--	--	--
White (not of Hispanic origin)	122	115	7	94	255	254	217	286
Multiracial	5	--	--	--	--	--	--	--
Undeclared	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=113 Physical Education (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	131	121	10	92	257	257	167	291
Male	80	73	7	91	256	257	167	287
Female	51	48	3	94	257	257	223	291
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Asian or Pacific Islander	2	--	--	--	--	--	--	--
Hispanic	3	--	--	--	--	--	--	--
White (not of Hispanic origin)	119	111	8	93	257	257	201	291
Multiracial	5	--	--	--	--	--	--	--
Undeclared	1	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=114 English as a Second Language (Grades K-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	171	160	11	94	261	263	194	295
No response	5	--	--	--	--	--	--	--
Male	23	21	2	91	255	254	208	286
Female	143	134	9	94	261	263	194	295
African American/Black (not of Hispanic origin)	3	--	--	--	--	--	--	--
Asian or Pacific Islander	7	--	--	--	--	--	--	--
Hispanic	3	--	--	--	--	--	--	--
White (not of Hispanic origin)	145	139	6	96	262	263	208	295
Multiracial	4	--	--	--	--	--	--	--
Other	1	--	--	--	--	--	--	--
Undeclared	8	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=115 English as a Second Language (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	170	145	25	85	256	258	180	295
No response	5	--	--	--	--	--	--	--
Male	23	18	5	78	252	254	217	277
Female	142	122	20	86	256	258	180	291
African American/Black (not of Hispanic origin)	3	--	--	--	--	--	--	--
Asian or Pacific Islander	7	--	--	--	--	--	--	--
Hispanic	3	--	--	--	--	--	--	--
White (not of Hispanic origin)	144	128	16	89	258	258	194	291
Multiracial	4	--	--	--	--	--	--	--
Other	1	--	--	--	--	--	--	--
Undeclared	8	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=130 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	13	12	1	92	270	275	233	282
Male	2	--	--	--	--	--	--	--
Female	11	10	1	91	269	275	233	282
Asian or Pacific Islander	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	12	12	0	100	273	275	251	282

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=131 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	13	13	0	100	272	275	246	291
Male	2	--	--	--	--	--	--	--
Female	11	11	0	100	270	272	246	291
Asian or Pacific Islander	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	12	12	0	100	274	277	253	291

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=158 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
<b>All Examinees</b>	17	17	0	100	291	294	255	300
<b>Male</b>	1	--	--	--	--	--	--	--
<b>Female</b>	16	16	0	100	290	294	255	300
<b>Asian or Pacific Islander</b>	15	15	0	100	290	294	255	300
<b>White (not of Hispanic origin)</b>	2	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=159 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	17	15	2	88	284	300	160	300
Male	1	--	--	--	--	--	--	--
Female	16	14	2	88	283	300	160	300
Asian or Pacific Islander	15	15	0	100	296	300	260	300
White (not of Hispanic origin)	2	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=160 World Language and Culture: French (Grades K-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	19	11	8	58	244	248	196	284
Male	3	--	--	--	--	--	--	--
Female	16	10	6	63	247	248	196	284
Asian or Pacific Islander	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	16	10	6	63	248	251	196	284
Other	2	--	--	--	--	--	--	--

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**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=161 World Language and Culture: French (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	20	16	4	80	254	290	100	300
Male	3	--	--	--	--	--	--	--
Female	17	14	3	82	259	300	100	300
African American/Black (not of Hispanic origin)	1	--	--	--	--	--	--	--
Asian or Pacific Islander	1	--	--	--	--	--	--	--
White (not of Hispanic origin)	16	13	3	81	253	270	100	300
Other	2	--	--	--	--	--	--	--

**Confidential/Test Secure**

**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=162 World Language and Culture: German (Grades K-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	13	10	3	77	256	259	191	287
No response	1	--	--	--	--	--	--	--
Male	3	--	--	--	--	--	--	--
Female	9	--	--	--	--	--	--	--
White (not of Hispanic origin)	13	10	3	77	256	259	191	287

**Confidential/Test Secure**

**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=163 World Language and Culture: German (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	13	7	6	54	245	240	140	300
No response	1	--	--	--	--	--	--	--
Male	3	--	--	--	--	--	--	--
Female	9	--	--	--	--	--	--	--
White (not of Hispanic origin)	13	7	6	54	245	240	140	300

**Confidential/Test Secure**

**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=164 World Language and Culture: Spanish (Grades K-12) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	154	91	63	59	240	243	174	291
No response	5	--	--	--	--	--	--	--
Male	20	13	7	65	239	243	186	283
Female	129	76	53	59	240	243	174	286
African American/Black (not of Hispanic origin)	3	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Hispanic	12	7	5	58	237	249	174	263
White (not of Hispanic origin)	126	73	53	58	240	242	186	291
Multiracial	2	--	--	--	--	--	--	--
Other	1	--	--	--	--	--	--	--
Undeclared	9	--	--	--	--	--	--	--

*The accompanying interpretive notes page is an integral part of this table.*

**Confidential/Test Secure**

**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=165 World Language and Culture: Spanish (Grades K-12) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	157	78	79	50	221	225	100	300
No response	5	--	--	--	--	--	--	--
Male	21	12	9	57	228	240	100	300
Female	131	62	69	47	218	225	100	300
African American/Black (not of Hispanic origin)	3	--	--	--	--	--	--	--
American Indian or Alaskan Native	1	--	--	--	--	--	--	--
Hispanic	13	11	2	85	262	285	105	300
White (not of Hispanic origin)	127	58	69	46	215	225	100	300
Multiracial	2	--	--	--	--	--	--	--
Other	1	--	--	--	--	--	--	--
Undeclared	10	6	4	60	236	248	120	300

*The accompanying interpretive notes page is an integral part of this table.*

**Confidential/Test Secure**

**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=180 Special Education Core Skills (Birth to Age 21) Subtest 1

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	741	667	74	90	258	258	171	295
No response	2	--	--	--	--	--	--	--
Male	168	132	36	79	249	254	185	282
Female	571	533	38	93	260	263	171	295
African American/Black (not of Hispanic origin)	18	15	3	83	246	247	203	286
American Indian or Alaskan Native	4	--	--	--	--	--	--	--
Asian or Pacific Islander	11	10	1	91	254	254	235	286
Hispanic	9	--	--	--	--	--	--	--
White (not of Hispanic origin)	664	600	64	90	258	258	194	295
Multiracial	7	--	--	--	--	--	--	--
Other	9	--	--	--	--	--	--	--
Undeclared	19	18	1	95	261	263	185	286

*The accompanying interpretive notes page is an integral part of this table.*

**Confidential/Test Secure**

**Minnesota Teacher Licensure Examinations (MTLE)  
Percent Passing each Subtest by Gender and Ethnicity  
September 1, 2010 - August 31, 2011**

Test=181 Special Education Core Skills (Birth to Age 21) Subtest 2

	N	N Pass	N Fail	% Pass	Total Scaled Score			
					Mean	Median	Min	Max
All Examinees	734	700	34	95	267	268	189	300
No response	2	--	--	--	--	--	--	--
Male	165	147	18	89	261	263	189	291
Female	567	551	16	97	268	272	203	300
African American/Black (not of Hispanic origin)	18	16	2	89	257	252	235	282
American Indian or Alaskan Native	4	--	--	--	--	--	--	--
Asian or Pacific Islander	11	11	0	100	264	263	245	286
Hispanic	8	--	--	--	--	--	--	--
White (not of Hispanic origin)	659	632	27	96	267	268	189	300
Multiracial	7	--	--	--	--	--	--	--
Other	9	--	--	--	--	--	--	--
Undeclared	18	18	0	100	270	270	245	286

*The accompanying interpretive notes page is an integral part of this table.*

# **Cumulative Retake Analysis**

**(September 1, 2010 – August 31, 2011)**



MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

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FIELD: 001		Basic Skills Reading					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	4,121					
	PASSED:	2,899	70	N PASSED	2,765	123	11
	FAILED:	1,222	30	N FAILED	1,356	254	60
	RETAKES:	377		% PASS	67	33	15
	PASSED:	134	36	CUM % PASS	67	70	70

---

FIELD: 002		Basic Skills: Writing					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	4,073					
	PASSED:	2,766	68	N PASSED	2,559	184	23
	FAILED:	1,307	32	N FAILED	1,514	209	29
	RETAKES:	393		% PASS	63	47	44
	PASSED:	207	53	CUM % PASS	63	67	68

---

FIELD: 003		Basic Skills Mathematics					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	3,962					
	PASSED:	2,761	70	N PASSED	2,635	115	11
	FAILED:	1,201	30	N FAILED	1,327	192	26
	RETAKES:	307		% PASS	67	37	30
	PASSED:	126	41	CUM % PASS	67	69	70

MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

FIELD: 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1

--- ALL ATTEMPTS --- BY ATTEMPT ---

EXAMINEE GROUP	NUMBER	PCT		1	2	3+
ALL	TESTED: 282					
	PASSED: 282	100	N PASSED	282	0	0
	FAILED: 0	0	N FAILED	0	0	0
	RETAKES: 0		% PASS	100	0	0
	PASSED: 0	0	CUM % PASS	100	100	100

FIELD: 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2

--- ALL ATTEMPTS --- BY ATTEMPT ---

EXAMINEE GROUP	NUMBER	PCT		1	2	3+
ALL	TESTED: 279					
	PASSED: 276	99	N PASSED	274	2	0
	FAILED: 3	1	N FAILED	5	0	0
	RETAKES: 2		% PASS	98	100	0
	PASSED: 2	100	CUM % PASS	98	99	99

FIELD: 012 Pedagogy: Elementary (Grades K-6) Subtest 1

--- ALL ATTEMPTS --- BY ATTEMPT ---

EXAMINEE GROUP	NUMBER	PCT		1	2	3+
ALL	TESTED: 1,714					
	PASSED: 1,499	87	N PASSED	1,398	90	11
	FAILED: 215	13	N FAILED	316	61	14
	RETAKES: 151		% PASS	82	60	44
	PASSED: 101	67	CUM % PASS	82	87	87

MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

FIELD: 013 Pedagogy: Elementary (Grades K-6) Subtest 2

--- ALL ATTEMPTS --- BY ATTEMPT ---

EXAMINEE GROUP	NUMBER	PCT		1	2	3+
ALL	TESTED: 1,707					
	PASSED: 1,506	88	N PASSED	1,423	76	7
	FAILED: 201	12	N FAILED	284	62	17
	RETAKES: 138		% PASS	83	55	29
	PASSED: 83	60	CUM % PASS	83	88	88

FIELD: 014 Pedagogy: Secondary (Grades 5-12) Subtest 1

--- ALL ATTEMPTS --- BY ATTEMPT ---

EXAMINEE GROUP	NUMBER	PCT		1	2	3+
ALL	TESTED: 1,504					
	PASSED: 1,411	94	N PASSED	1,351	55	5
	FAILED: 93	6	N FAILED	153	32	6
	RETAKES: 87		% PASS	90	63	45
	PASSED: 60	69	CUM % PASS	90	93	94

FIELD: 015 Pedagogy: Secondary (Grades 5-12) Subtest 2

--- ALL ATTEMPTS --- BY ATTEMPT ---

EXAMINEE GROUP	NUMBER	PCT		1	2	3+
ALL	TESTED: 1,496					
	PASSED: 1,465	98	N PASSED	1,448	16	1
	FAILED: 31	2	N FAILED	48	9	0
	RETAKES: 25		% PASS	97	64	100
	PASSED: 17	68	CUM % PASS	97	98	98

MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

FIELD: 020 Early Childhood Education (Birth to Grade 3) Subtest 1

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	249					
	PASSED:	239	96	N PASSED	232	7	0
	FAILED:	10	4	N FAILED	17	3	1
	RETAKES:	10		% PASS	93	70	0
	PASSED:	7	70	CUM % PASS	93	96	96

FIELD: 021 Early Childhood Education (Birth to Grade 3) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	249					
	PASSED:	229	92	N PASSED	214	13	2
	FAILED:	20	8	N FAILED	35	11	2
	RETAKES:	24		% PASS	86	54	50
	PASSED:	15	62	CUM % PASS	86	91	92

FIELD: 022 PrePrimary (Age 3 to PreKindergarten) Subtest 1

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	169					
	PASSED:	163	96	N PASSED	161	2	0
	FAILED:	6	4	N FAILED	8	2	0
	RETAKES:	4		% PASS	95	50	0
	PASSED:	2	50	CUM % PASS	95	96	96

MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

FIELD: 023 PrePrimary (Age 3 to PreKindergarten) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	168					
	PASSED:	135	80	N PASSED	118	14	3
	FAILED:	33	20	N FAILED	50	16	0
	RETAKES:	30		% PASS	70	47	100
	PASSED:	17	57	CUM % PASS	70	79	80

FIELD: 024 Elementary Education (Grades K-6) Subtest 1

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	1,279					
	PASSED:	1,180	92	N PASSED	1,123	55	2
	FAILED:	99	8	N FAILED	156	17	5
	RETAKES:	72		% PASS	88	76	29
	PASSED:	57	79	CUM % PASS	88	92	92

FIELD: 025 Elementary Education (Grades K-6) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	1,273					
	PASSED:	1,138	89	N PASSED	1,070	58	10
	FAILED:	135	11	N FAILED	203	47	9
	RETAKES:	105		% PASS	84	55	53
	PASSED:	68	65	CUM % PASS	84	89	89

MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

FIELD: 026 Elementary Education (Grades K-6) Subtest 3

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	1,269					
	PASSED:	898	71	N PASSED	790	89	19
	FAILED:	371	29	N FAILED	479	163	47
	RETAKES:	252		% PASS	62	35	29
	PASSED:	108	43	CUM % PASS	62	69	71

FIELD: 030 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	267					
	PASSED:	233	87	N PASSED	211	19	3
	FAILED:	34	13	N FAILED	56	9	3
	RETAKES:	28		% PASS	79	68	50
	PASSED:	22	79	CUM % PASS	79	86	87

FIELD: 031 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	266					
	PASSED:	237	89	N PASSED	225	9	3
	FAILED:	29	11	N FAILED	41	10	2
	RETAKES:	19		% PASS	85	47	60
	PASSED:	12	63	CUM % PASS	85	88	89

MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

FIELD: 032 Middle Level Social Studies (Grades 5-8) Subtest 1

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	149					
	PASSED:	119	80	N PASSED	112	6	1
	FAILED:	30	20	N FAILED	37	5	1
	RETAKES:	11		% PASS	75	55	50
	PASSED:	7	64	CUM % PASS	75	79	80

FIELD: 033 Middle Level Social Studies (Grades 5-8) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	149					
	PASSED:	115	77	N PASSED	108	7	0
	FAILED:	34	23	N FAILED	41	6	0
	RETAKES:	13		% PASS	72	54	0
	PASSED:	7	54	CUM % PASS	72	77	77

FIELD: 034 Middle Level Mathematics (Grades 5-8) Subtest 1

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	193					
	PASSED:	41	21	N PASSED	26	11	4
	FAILED:	152	79	N FAILED	167	45	5
	RETAKES:	56		% PASS	13	20	44
	PASSED:	15	27	CUM % PASS	13	19	21

MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

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FIELD: 035		Middle Level Mathematics (Grades 5-8) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	189					
	PASSED:	60	32	N PASSED	44	15	1
	FAILED:	129	68	N FAILED	145	31	2
	RETAKES:	46		% PASS	23	33	33
	PASSED:	16	35	CUM % PASS	23	31	32

---

FIELD: 036		Middle Level Science (Grades 5-8) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	232					
	PASSED:	206	89	N PASSED	200	6	0
	FAILED:	26	11	N FAILED	32	5	1
	RETAKES:	11		% PASS	86	55	0
	PASSED:	6	55	CUM % PASS	86	89	89

---

FIELD: 037		Middle Level Science (Grades 5-8) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	229					
	PASSED:	172	75	N PASSED	165	7	0
	FAILED:	57	25	N FAILED	64	17	4
	RETAKES:	24		% PASS	72	29	0
	PASSED:	7	29	CUM % PASS	72	75	75

MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

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FIELD: 050		Communication Arts/Literature (Grades 5-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	278					
	PASSED:	268	96	N PASSED	262	6	0
	FAILED:	10	4	N FAILED	16	1	0
	RETAKES:	7		% PASS	94	86	0
	PASSED:	6	86	CUM % PASS	94	96	96

---

FIELD: 051		Communication Arts/Literature (Grades 5-12) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	277					
	PASSED:	230	83	N PASSED	213	12	5
	FAILED:	47	17	N FAILED	64	20	3
	RETAKES:	32		% PASS	77	38	63
	PASSED:	17	53	CUM % PASS	77	81	83

---

FIELD: 052		Social Studies (Grades 5-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	280					
	PASSED:	214	76	N PASSED	185	22	7
	FAILED:	66	24	N FAILED	95	30	3
	RETAKES:	52		% PASS	66	42	70
	PASSED:	29	56	CUM % PASS	66	74	76

MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

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FIELD: 053		Social Studies (Grades 5-12) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	281					
	PASSED:	157	56	N PASSED	122	28	7
	FAILED:	124	44	N FAILED	159	66	13
	RETAKES:	94		% PASS	43	30	35
	PASSED:	35	37	CUM % PASS	43	53	56

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FIELD: 054		Mathematics (Grades 5-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	175					
	PASSED:	124	71	N PASSED	90	25	9
	FAILED:	51	29	N FAILED	85	27	3
	RETAKES:	52		% PASS	51	48	75
	PASSED:	34	65	CUM % PASS	51	66	71

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FIELD: 055		Mathematics (Grades 5-12) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	173					
	PASSED:	131	76	N PASSED	106	17	8
	FAILED:	42	24	N FAILED	67	19	1
	RETAKES:	36		% PASS	61	47	89
	PASSED:	25	69	CUM % PASS	61	71	76

MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

FIELD: 056 Health (Grades 5-12) Subtest 1

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	116					
	PASSED:	116	100	N PASSED	115	1	0
	FAILED:	0	0	N FAILED	1	0	0
	RETAKES:	1		% PASS	99	100	0
	PASSED:	1	100	CUM % PASS	99	100	100

FIELD: 057 Health (Grades 5-12) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	114					
	PASSED:	114	100	N PASSED	113	0	1
	FAILED:	0	0	N FAILED	1	1	0
	RETAKES:	1		% PASS	99	0	100
	PASSED:	1	100	CUM % PASS	99	99	100

FIELD: 058 Chemistry (Grades 9-12) Subtest 1

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	78					
	PASSED:	69	88	N PASSED	66	3	0
	FAILED:	9	12	N FAILED	12	1	0
	RETAKES:	4		% PASS	85	75	0
	PASSED:	3	75	CUM % PASS	85	88	88

MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

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FIELD: 059		Chemistry (Grades 9-12) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	76					
	PASSED:	68	89	N PASSED	67	1	0
	FAILED:	8	11	N FAILED	9	2	0
	RETAKES:	3		% PASS	88	33	0
	PASSED:	1	33	CUM % PASS	88	89	89

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FIELD: 060		Earth and Space Science (Grades 9-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	27					
	PASSED:	13	48	N PASSED	10	3	0
	FAILED:	14	52	N FAILED	17	5	1
	RETAKES:	8		% PASS	37	38	0
	PASSED:	3	38	CUM % PASS	37	48	48

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FIELD: 061		Earth and Space Science (Grades 9-12) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	27					
	PASSED:	11	41	N PASSED	8	3	0
	FAILED:	16	59	N FAILED	19	5	1
	RETAKES:	8		% PASS	30	38	0
	PASSED:	3	38	CUM % PASS	30	41	41

MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

ADMINISTRATION YEAR: Through---8/31/2011

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FIELD: 062		Life Science (Grades 9-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	119					
	PASSED:	98	82	N PASSED	90	7	1
	FAILED:	21	18	N FAILED	29	7	1
	RETAKES:	14		% PASS	76	50	50
	PASSED:	8	57	CUM % PASS	76	82	82

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FIELD: 063		Life Science (Grades 9-12) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	118					
	PASSED:	81	69	N PASSED	64	15	2
	FAILED:	37	31	N FAILED	54	17	3
	RETAKES:	32		% PASS	54	47	40
	PASSED:	17	53	CUM % PASS	54	67	69

---

FIELD: 064		Physics (Grades 9-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	40					
	PASSED:	14	35	N PASSED	9	3	2
	FAILED:	26	65	N FAILED	31	8	1
	RETAKES:	11		% PASS	23	27	67
	PASSED:	5	45	CUM % PASS	23	30	35

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FIELD: 065 Physics (Grades 9-12) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	39					
	PASSED:	12	31	N PASSED	9	3	0
	FAILED:	27	69	N FAILED	30	6	0
	RETAKES:	9		% PASS	23	33	0
	PASSED:	3	33	CUM % PASS	23	31	31

FIELD: 080 Technology (Grades 5-12) Subtest 1

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	14					
	PASSED:	12	86	N PASSED	11	1	0
	FAILED:	2	14	N FAILED	3	1	0
	RETAKES:	2		% PASS	79	50	0
	PASSED:	1	50	CUM % PASS	79	86	86

FIELD: 081 Technology (Grades 5-12) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	14					
	PASSED:	12	86	N PASSED	12	0	0
	FAILED:	2	14	N FAILED	2	1	1
	RETAKES:	1		% PASS	86	0	0
	PASSED:	0	0	CUM % PASS	86	86	86

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FIELD: 082		Business (Grades 5-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	36					
	PASSED:	28	78	N PASSED	19	7	2
	FAILED:	8	22	N FAILED	17	3	1
	RETAKES:	10		% PASS	53	70	67
	PASSED:	9	90	CUM % PASS	53	72	78

---

FIELD: 083		Business (Grades 5-12) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	36					
	PASSED:	32	89	N PASSED	26	6	0
	FAILED:	4	11	N FAILED	10	1	1
	RETAKES:	7		% PASS	72	86	0
	PASSED:	6	86	CUM % PASS	72	89	89

---

FIELD: 084		Family and Consumer Sciences (Grades 5-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	18					
	PASSED:	18	100	N PASSED	17	1	0
	FAILED:	0	0	N FAILED	1	0	0
	RETAKES:	1		% PASS	94	100	0
	PASSED:	1	100	CUM % PASS	94	100	100

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FIELD: 085 Family and Consumer Sciences (Grades 5-12) Subtest 2

--- ALL ATTEMPTS --- BY ATTEMPT ---

EXAMINEE GROUP	NUMBER	PCT		1	2	3+
ALL	TESTED:	18				
	PASSED:	14	78	N PASSED	12	1
	FAILED:	4	22	N FAILED	6	0
	RETAKES:	2	% PASS	67	50	100
	PASSED:	2	100	CUM % PASS	67	72

FIELD: 086 Agricultural Education (Grades 5-12) Subtest 1

--- ALL ATTEMPTS --- BY ATTEMPT ---

EXAMINEE GROUP	NUMBER	PCT		1	2	3+
ALL	TESTED:	6				
	PASSED:	6	100	N PASSED	6	0
	FAILED:	0	0	N FAILED	0	0
	RETAKES:	0	% PASS	100	0	0
	PASSED:	0	0	CUM % PASS	100	100

FIELD: 087 Agricultural Education (Grades 5-12) Subtest 2

--- ALL ATTEMPTS --- BY ATTEMPT ---

EXAMINEE GROUP	NUMBER	PCT		1	2	3+
ALL	TESTED:	6				
	PASSED:	6	100	N PASSED	6	0
	FAILED:	0	0	N FAILED	0	0
	RETAKES:	0	% PASS	100	0	0
	PASSED:	0	0	CUM % PASS	100	100

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FIELD: 100		Reading Teacher (Grades K-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	351					
	PASSED:	326	93	N PASSED	318	7	1
	FAILED:	25	7	N FAILED	33	4	0
	RETAKES:	11		% PASS	91	64	100
	PASSED:	8	73	CUM % PASS	91	93	93

---

FIELD: 101		Reading Teacher (Grades K-12) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	349					
	PASSED:	302	87	N PASSED	289	11	2
	FAILED:	47	13	N FAILED	60	11	2
	RETAKES:	22		% PASS	83	50	50
	PASSED:	13	59	CUM % PASS	83	86	87

---

FIELD: 102		Library Media Specialist (Grades K-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	23					
	PASSED:	23	100	N PASSED	23	0	0
	FAILED:	0	0	N FAILED	0	0	0
	RETAKES:	0		% PASS	100	0	0
	PASSED:	0	0	CUM % PASS	100	100	100

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MINNESOTA TEACHER LICENSURE EXAMINATIONS

CUMULATIVE RETAKE ANALYSIS

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FIELD: 103 Library Media Specialist (Grades K-12) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	22					
	PASSED:	22	100	N PASSED	22	0	0
	FAILED:	0	0	N FAILED	0	0	0
	RETAKES:	0		% PASS	100	0	0
	PASSED:	0	0	CUM % PASS	100	100	100

FIELD: 104 Visual Arts (Grades K-12) Subtest 1

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	76					
	PASSED:	61	80	N PASSED	57	4	0
	FAILED:	15	20	N FAILED	19	4	2
	RETAKES:	8		% PASS	75	50	0
	PASSED:	4	50	CUM % PASS	75	80	80

FIELD: 105 Visual Arts (Grades K-12) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	76					
	PASSED:	51	67	N PASSED	45	4	2
	FAILED:	25	33	N FAILED	31	12	3
	RETAKES:	16		% PASS	59	25	40
	PASSED:	6	38	CUM % PASS	59	64	67

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FIELD: 106		Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	130					
	PASSED:	123	95	N PASSED	114	8	1
	FAILED:	7	5	N FAILED	16	2	0
	RETAKES:	10		% PASS	88	80	100
	PASSED:	9	90	CUM % PASS	88	94	95

---

FIELD: 107		Instrumental and Vocal Classroom Music (Grades K-12) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	128					
	PASSED:	116	91	N PASSED	106	9	1
	FAILED:	12	9	N FAILED	22	5	0
	RETAKES:	14		% PASS	83	64	100
	PASSED:	10	71	CUM % PASS	83	90	91

---

FIELD: 108		Theatre (Grades K-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	2					
	PASSED:	2	100	N PASSED	2	0	0
	FAILED:	0	0	N FAILED	0	0	0
	RETAKES:	0		% PASS	100	0	0
	PASSED:	0	0	CUM % PASS	100	100	100

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FIELD: 109 Theatre (Grades K-12) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	2					
	PASSED:	2	100	N PASSED	2	0	0
	FAILED:	0	0	N FAILED	0	0	0
	RETAKES:	0		% PASS	100	0	0
	PASSED:	0	0	CUM % PASS	100	100	100

FIELD: 110 Dance (Grades K-12) Subtest 1

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	4					
	PASSED:	4	100	N PASSED	4	0	0
	FAILED:	0	0	N FAILED	0	0	0
	RETAKES:	0		% PASS	100	0	0
	PASSED:	0	0	CUM % PASS	100	100	100

FIELD: 111 Dance (Grades K-12) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	4					
	PASSED:	4	100	N PASSED	4	0	0
	FAILED:	0	0	N FAILED	0	0	0
	RETAKES:	0		% PASS	100	0	0
	PASSED:	0	0	CUM % PASS	100	100	100

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FIELD: 112		Physical Education (Grades K-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	134					
	PASSED:	124	93	N PASSED	114	10	0
	FAILED:	10	7	N FAILED	20	3	1
	RETAKES:	13		% PASS	85	77	0
	PASSED:	10	77	CUM % PASS	85	93	93

---

FIELD: 113		Physical Education (Grades K-12) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	131					
	PASSED:	121	92	N PASSED	117	4	0
	FAILED:	10	8	N FAILED	14	2	2
	RETAKES:	6		% PASS	89	67	0
	PASSED:	4	67	CUM % PASS	89	92	92

---

FIELD: 114		English as a Second Language (Grades K-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	171					
	PASSED:	160	94	N PASSED	150	9	1
	FAILED:	11	6	N FAILED	21	4	2
	RETAKES:	13		% PASS	88	69	33
	PASSED:	10	77	CUM % PASS	88	93	94

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FIELD: 115 English as a Second Language (Grades K-12) Subtest 2

--- ALL ATTEMPTS --- BY ATTEMPT ---

EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	170					
	PASSED:	145	85	N PASSED	138	6	1
	FAILED:	25	15	N FAILED	32	9	4
	RETAKES:	15		% PASS	81	40	20
	PASSED:	7	47	CUM % PASS	81	85	85

FIELD: 130 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 1

--- ALL ATTEMPTS --- BY ATTEMPT ---

EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	13					
	PASSED:	12	92	N PASSED	12	0	0
	FAILED:	1	8	N FAILED	1	0	0
	RETAKES:	0		% PASS	92	0	0
	PASSED:	0	0	CUM % PASS	92	92	92

FIELD: 131 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 2

--- ALL ATTEMPTS --- BY ATTEMPT ---

EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	13					
	PASSED:	13	100	N PASSED	13	0	0
	FAILED:	0	0	N FAILED	0	0	0
	RETAKES:	0		% PASS	100	0	0
	PASSED:	0	0	CUM % PASS	100	100	100

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FIELD: 158		World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	17					
	PASSED:	17	100	N PASSED	17	0	0
	FAILED:	0	0	N FAILED	0	0	0
	RETAKES:	0		% PASS	100	0	0
	PASSED:	0	0	CUM % PASS	100	100	100

---

FIELD: 159		World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	17					
	PASSED:	15	88	N PASSED	15	0	0
	FAILED:	2	12	N FAILED	2	1	0
	RETAKES:	1		% PASS	88	0	0
	PASSED:	0	0	CUM % PASS	88	88	88

---

FIELD: 160		World Language and Culture: French (Grades K-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	19					
	PASSED:	11	58	N PASSED	9	2	0
	FAILED:	8	42	N FAILED	10	1	0
	RETAKES:	3		% PASS	47	67	0
	PASSED:	2	67	CUM % PASS	47	58	58

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FIELD: 161 World Language and Culture: French (Grades K-12) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	20					
	PASSED:	16	80	N PASSED	15	1	0
	FAILED:	4	20	N FAILED	5	1	1
	RETAKES:	2		% PASS	75	50	0
	PASSED:	1	50	CUM % PASS	75	80	80

FIELD: 162 World Language and Culture: German (Grades K-12) Subtest 1

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	13					
	PASSED:	10	77	N PASSED	10	0	0
	FAILED:	3	23	N FAILED	3	0	0
	RETAKES:	0		% PASS	77	0	0
	PASSED:	0	0	CUM % PASS	77	77	77

FIELD: 163 World Language and Culture: German (Grades K-12) Subtest 2

EXAMINEE GROUP	-- ALL ATTEMPTS		BY ATTEMPT				
	NUMBER	PCT	1	2	3+		
ALL	TESTED:	13					
	PASSED:	7	54	N PASSED	7	0	0
	FAILED:	6	46	N FAILED	6	0	0
	RETAKES:	0		% PASS	54	0	0
	PASSED:	0	0	CUM % PASS	54	54	54

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FIELD: 164		World Language and Culture: Spanish (Grades K-12) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	154					
	PASSED:	91	59	N PASSED	75	14	2
	FAILED:	63	41	N FAILED	79	22	8
	RETAKES:	36		% PASS	49	39	20
	PASSED:	16	44	CUM % PASS	49	58	59

---

FIELD: 165		World Language and Culture: Spanish (Grades K-12) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	157					
	PASSED:	78	50	N PASSED	63	10	5
	FAILED:	79	50	N FAILED	94	37	11
	RETAKES:	47		% PASS	40	21	31
	PASSED:	15	32	CUM % PASS	40	46	50

---

FIELD: 180		Special Education Core Skills (Birth to Age 21) Subtest 1					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	741					
	PASSED:	667	90	N PASSED	628	35	4
	FAILED:	74	10	N FAILED	113	23	4
	RETAKES:	58		% PASS	85	60	50
	PASSED:	39	67	CUM % PASS	85	89	90

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FIELD: 181		Special Education Core Skills (Birth to Age 21) Subtest 2					
-- ALL ATTEMPTS		BY ATTEMPT					
EXAMINEE GROUP	NUMBER	PCT		1	2	3+	
ALL	TESTED:	735					
	PASSED:	700	95	N PASSED	679	20	1
	FAILED:	35	5	N FAILED	56	6	0
	RETAKES:	26		% PASS	92	77	100
	PASSED:	21	81	CUM % PASS	92	95	95



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