MISSOURI GENERAL EDUCATION ASSESSMENT: EXAMINING SCORE SETTING AND PREDICTOR VARIABLES

Jeffrey M. Edmonds
Dr. Timothy J. Wall, Dissertation Supervisor

ABSTRACT

The purpose of this quantitative study was to analyze teacher candidate scores on the Missouri General Education Assessment (MoGEA) during the 2013-2014 academic year and then recommend statewide cut score norms to the executive board of the Missouri Association of Colleges for Teacher Education for the purpose of informing its representatives to the Missouri Advisory Council of Certification for Educators. Additionally, this study aimed to identify demographic characteristics of educator preparation program candidates that might serve as predictors of success on the MoGEA.

Through various statistical analyses conducted in response to the study’s six research questions, test biases against specific populations were revealed and predictor variables emerged. Test biases against teacher candidates from the Black, Non-Hispanic and Hispanic/Latino populations and also against female teacher candidates were of primary concern to the researcher. Composite ACT score emerged as the strongest predictor variable of success on the MoGEA subtests. The researcher ultimately concludes the MoGEA should not be used as a qualifying examination for teacher candidacy and that alternative means of determining whether candidates are qualified be explored. The researcher also recommends the MoGEA undergo additional review, development, and field-testing before statewide cut score norms are set.