A STUDY OF THE PREDICTABILITY OF PRAXIS I EXAMINATION SCORES FROM ACT SCORES AND TEACHER EDUCATION PROGRAM PREREQUISITE COURSES

Allen R. Henderson

Abstract

This study investigated the relationship between student enrollment in certain college courses and Praxis I scores. Specifically, the study examined the predictive nature of the relationships between students’ grades in college algebra, their freshman English course of choice, their ACT scores, and their Praxis I scores. The subjects consisted of students who had taken the Praxis I examination, the ACT, Math 151, and either English 111 or English 113 at Harding University in Searcy, Arkansas. Multiple regression analyses were conducted to examine which of six predictor variables (i.e., ACT Mathematics score, ACT English score, ACT science score, ACT Reading score, freshman English course taken, and Math 151 grade) was most influential in predicting Praxis I subtest scores. Results of these analyses revealed that Praxis I subtest scores could be predicted from a combination of ACT subtest scores. Scoring above average in college algebra had a negligible effect upon Praxis I scores. Students who took English 113 were found to have lower Praxis I Reading scores. Results of the current study suggest a need for experimental research to be conducted in order to determine if causality exists between the predictor variables and the criterion variables. An additional recommendation is that future studies include qualitative data in the exploration of factors that may influence Praxis I test results.