

Abstract

There are many opinions regarding college admission requirements, specifically requirements of GPA and testing. Students sometimes feel basic skills tests cannot determine whether or not they will be strong teachers and therefore should not be used as a means by which their admission into a teacher preparation program is determined. However, the question may be asked, “If a person cannot pass a test of basic skills, what business does that person have in a classroom teaching students those *very* skills?” The purpose of this project was to find what kind of relationship, if any, exists between undergraduate GPA, basic skills exam scores, and student teaching final evaluation scores in a private, urban, graduate teacher preparation program. Little to no correlation was found on nearly every count.



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