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ADMISSION PORTFOLIO

STUDENT ID 0421536



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## RITE TEACHER EDUCATION PROGRAM APPLICATION FORM

Name: [Redacted] Student ID #: 0421536 Date: 7/1/08  
 College Address: \_\_\_\_\_ Permanent Address: \_\_\_\_\_  
 Street # \_\_\_\_\_ Street \_\_\_\_\_ Apt. # \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 E-Mail \_\_\_\_\_ Telephone # \_\_\_\_\_

**Racial/Ethnic Identification:**

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic/Latino
- White
- 2 or more

Gender: Male  Female  Date of Birth: [Redacted]

**Teacher Education**

Program: Secondary Ed. Major/Concentration: English  
 Special Education? \_\_\_\_\_ Middle School Endorsement? Language Arts/English  
Please Specify Area of Specialization Please Specify Content Area

**Undergraduate Education (submit all transcripts):**

College/University	Dates Attended	Degree Conferred/GPA
University of Rhode Island	09/97-05/02	B.A. English

**Disposition/Reference Forms:**

Faculty: Jennifer Tomasik 04/08 Supervisor: Jennifer Martin 03/08  
Name (Please Print) Date Name (Please Print) Date

Career Commitment Essay and Scoring Rubric: 3 4/5/08

Technology Competency: N/A at time Score \_\_\_\_\_ Date \_\_\_\_\_  
Date

**Program Specific Requirement:**

DEPARTMENT RECOMMENDATION  Admit  Denied Advisor: Janet Johnson  
 Please describe conditions/reasons: [Redacted] is admitted for fall 08 only pending her successful completion of her tech competency requirement

[Signature] 8/19/08 Date  
Signature of Admissions Committee Member  
[Signature] 8/26/08 [Signature] 8.27.08  
Signature of Department Chair Date Signature of Associate Dean Date

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**RHODE ISLAND  
COLLEGE**

August 27, 2008

Feinstein School of Education  
and Human Development  
Teacher Education

[REDACTED]  
[REDACTED]  
[REDACTED]

Dear [REDACTED]

It is my pleasure to inform you that the Department of Educational Studies and the Dean's office have approved your application for admission into the Rhode Island Teacher Education (R.I.T.E.) program in the Department of Secondary Education/English with a Middle School Endorsement in English within the Feinstein School of Education and Human Development. You have met the school and departmental requirements for full admission. Based on your skills, past performance, and personal qualities, you are entitled to enter the department's professional education sequence. However, you must complete the Technology Competency requirement during the Fall 2008 semester in order for you to continue in the Education Program.

This is the first step on your journey to becoming a special influence on the personal growth and educational development of your future students. Please remember that your continued strong performance at the College and in your major courses is important. In order to maintain your program status, the Feinstein School of Education and Human Development requires a minimum grade point average (GPA, please check with your advisor) as well as successful performance in your teacher preparation program. Please consult with your advisor, Dr. Janet Johnson, to develop your plan of study. Please submit your Plan of Study to this office to finalize your admission.

Welcome to the process of becoming a teacher.

Sincerely,

Karen S. Castagno, Ph.D.  
Associate Dean for Teacher Education

KSC/mdg

C: Dr. Janet Johnson  
c: Educational Studies Department Chair



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
Undergraduate Studies  
Declaration of Major/Concentration Form  
CONFIDENTIAL

Name: [REDACTED]

Student ID: 0421536

Address: [REDACTED]

Phone: [REDACTED]


Program: Secondary Education - (RITE Student)

Major: English

Middle School Endorsement: Fourth MLED course - No second content area required.

Janet Johnson  
Name of Advisor

08/28/2008  
Date

  
Signature of Associate Dean

0421536

Firefox browser window showing a Blackboard course page. The address bar displays: [http://webct.ri.edu/SCRIPTS/1088-RICOL-INST-100-SEC02-12376/scripts/serve\\_home](http://webct.ri.edu/SCRIPTS/1088-RICOL-INST-100-SEC02-12376/scripts/serve_home). The page title is "Fall 2008: FSEHD Tech Competency Test (1088-RICOL-INST-100-SEC02-12376)".

The main content area is titled "My Grades" and contains the following table:

Test Name	Grade
Email/Web Test	1
Copyright Test	1
Word Processing (Out of 1)	1
Spreadsheet (Out of 1)	1
Tech Comp Final	Pass

The browser's status bar at the bottom shows "Firefox" and "http://webct.ri.edu/SCRIPTS/1088-RICOL-INST-100-SEC02-12376/scripts/serve\_home".

STUDENT NAME [REDACTED] 0421536  
 IDENTIFICATION NUMBER [REDACTED]  
 DATE OF BIRTH [REDACTED] 9  
 PREVIOUS NAME [REDACTED]

CURRENT PROGRAM ENGLISH  
 DEGREE OBJECTIVE BACHELOR OF ARTS  
 SECOND PROGRAM  
 DEG. OBJ. 2ND PROG.

CLASS 02  
 PRINT DATE 02/17/05 PAGE NO. 1

UNIVERSITY OF RHODE ISLAND  
  
 THE OFFICE OF ENROLLMENT SERVICES  
 KINGSTON, RI 02881

COURSE TITLE	COURSE CODE	CREDIT	MARK	MSGE	COURSE TITLE	COURSE CODE	CREDIT	MARK	MSGE	COURSE TITLE	COURSE CODE	CREDIT	MARK	MSGE
NON MATRICULATED		SPRG		1997	PRE PROF FIELD EXPER	EDC 250	1.0	S		SEM ERND 12.0 AVE	2.08			
COMPOSITION	WRT 101	3.0	A-		THE SHORT STORY	ENG 243	3.0	B-		CUM ERND 92.0 AVE	2.61			
SEM ERND 3.0 AVE	3.70				DEVELOPMENTAL PSYC	PSY 232	3.0	B-		COL OF ARTS & SCIENCES			SPRG	2001
CUM ERND 3.0 AVE	3.70				SEM ERND 13.0 AVE	2.60				MID SCHOOL CURRICULUM	EDC 400	3.0	A-	
ADMITTED FROM					CUM ERND 56.0 AVE	2.73				L HELLMAN & M NORMAN	ENG 385L	3.0	B-	
CRANSTON HS E	CRANSTON			RI	COL OF ARTS & SCIENCES				SUM1 1999	SHAKESPEARE INTG FILM	ENG 399P	3.0	C	
UNIVERSITY COLLEGE		FALL		1997	GEN NUTRITION	FSN 207	3.0	NW		HISTORY OF AM LABOR	HIS 349	3.0	D	
AMERICAN LIT II	ENG 242	3.0	C		SEM ERND 0.0 AVE	0.00				SEM ERND 12.0 AVE	2.35			
INTR FINITE MATH	MTH 107	3.0	B+		CUM ERND 56.0 AVE	2.73				CUM ERND 104.0 AVE	2.58			
LOGIC-PRIN REAS	PHL 101	3.0	B-		COL OF ARTS & SCIENCES				SUM2 1999	COL OF ARTS & SCIENCES			FALL	2001
INTRO THEATRE	THE 100	3.0	B+		HIST U S S/1877	HIS 142	3.0	NW		EDUCATIONAL MEASUREMENT	EDC 371	3.0	B+	
TRADITION & TRANSFORM	URI 101	1.0	A	#	SEM ERND 0.0 AVE	0.00				THE TEACHING OF COMP	EDC 435	3.0	A	
SEM ERND 13.0 AVE	2.92				CUM ERND 56.0 AVE	2.73				READ IN CONTENT AREAS	EDC 448	3.0	B+	
CUM ERND 16.0 AVE	3.06				COL OF ARTS & SCIENCES				FALL 1999	HIST U S S/1877	HIS 142	3.0	A	
UNIVERSITY COLLEGE		SPRG		1998	PSYCH OF LRNG	EDC 312	3.0	A		SEM ERND 12.0 AVE	3.65			
BEGINNING FRENCH I	FRN 101	3.0	A-		LIT OF THE WORLD	ENG 160	3.0	B+		CUM ERND 116.0 AVE	2.69			
FOUND AMER JOURNALISM	JOR 115	3.0	B+		BRITISH LITERATURE I	ENG 251	3.0	C-		DEANS LIST				
GEN PSYCH	PSY 113	3.0	B-		STRUCTURE AMER ENGL	ENG 330	3.0	C+		COL OF ARTS & SCIENCES			SPRG	2002
SEX AND GENDER	SOC 242	3.0	C		SEM ERND 12.0 AVE	2.83				TCHG OF READING	EDC 424	3.0	B	
SEM ERND 12.0 AVE	2.93				CUM ERND 68.0 AVE	2.75				USE TRADE BK RDG PROG	EDC 425	3.0	A	
CUM ERND 28.0 AVE	3.00				COL OF ARTS & SCIENCES				SPRG 2000	LANG: CHILDREN'S LIT	ENG 336	3.0	C	
UNIVERSITY COLLEGE		FALL		1998	U.S. LITERATURE I	ENG 241	3.0	B-		FLORAL ART	PLS 233	3.0	B	
BIOLOGY OF PLANTS	BIO 104A	3.0	C+		BRITISH LITERATURE II	ENG 252	3.0	B		SEM ERND 12.0 AVE	3.00			
BEGINNING FRENCH II	FRN 102	3.0	C-		SHAKESPEARE	ENG 472	3.0	C		CUM ERND 128.0 AVE	2.72			
MEDIA WRITING	JOR 220	3.0	B		ENVIRONMENTAL GEOLOGY	GEO 100	3.0	C-		BACHELOR OF ARTS				
SOCIAL PHILOSOPHY	PHL 217	3.0	C+		SEM ERND 12.0 AVE	2.35				DEGREE CONFERRED 05/19/02				
AMER POLITICS	PSC 113	3.0	B-		CUM ERND 80.0 AVE	2.69				MAJOR/ ENGLISH				
SEM ERND 15.0 AVE	2.34				COL OF ARTS & SCIENCES				FALL 2000					
CUM ERND 43.0 AVE	2.77				LIT INTO FILM: DRAMA	ENG 300A	3.0	D+						
COL OF ARTS & SCIENCES		SPRG		1999	BRIT LIT:1660-1800	ENG 374	3.0	C+						
PUBLIC SPEAKING	COM 101	3.0	B		POSTMOD & CONTEMP LIT	ENG 378	3.0	B-						
INTR AM EDUC	EDC 102	3.0	C		LIT-AFRICAN DIASPORA	ENG 474	3.0	C						

# SUPPORTED BY THE FEINSTEIN ENRICHING AMERICA PROGRAM ENDOWMENT	ADMIN UNIT AS PROGRAM 1 AS 060 BOA	CUMULATIVE DATA	INC.	NR	TRANSFER CREDIT	QUALITY POINT AVERAGE	CR	PTS	AVE	CREDITS EARNED
						127.0	345.40	2.72		128.0

DESCRIPTION OF MARKS AND OTHER SYMBOLS: Passing marks: A = Superior, B = Good, C = Fair, D = Low grade, passing; S = Satisfactory; P = Passing, course taken under pass-fail grading option; Nonpassing marks: F = Failure; U = Unsatisfactory. Other marks and symbols: I = Incomplete; W = Withdrawn without discredit; NW = No work submitted; R = No mark reported; \* = Course taken under Pass-Fail grading option. Messages: 1 = A corrected grade report; 2 = Course not included in earned credits or in Quality Point Average (QPA) calculations; 3 = Course included in earned credits, but not included in QPA calculations; 4 = Course not included in earned credits, but included in QPA calculations. Quality Points: A=4, A- =3.7, B+ =3.3, B =3.0, C+ =2.7, C =2.3, C- =1.7, D+ =1.3, D =1, F =0, U =0

TRANSCRIPT IS VALID ONLY IF UNIVERSITY SEAL AND SIGNATURE OF ENROLLMENT SERVICES ARE AFFIXED

ISSUED TO STUDENT

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# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## DISPOSITION REFERENCE FORM

**Supervisor (Confidential)** *(Faculty of U.S. Linds)*

This section is to be filled out by the applicant.

Name: [Redacted] ID #: \_\_\_\_\_ Telephone #: [Redacted]

Teacher Preparation Program: Secondary Education Major/Concentration: English/Lang Arts

Name of Evaluator: Jennifer Tomasik Position of Evaluator: Consultant Jill's current Employer

Professional Address of Evaluator: 3300 Massachusetts Ave, Cambridge, MA (Home: 74 Humboldt Ave  
Providence, RI)

**This section is to be filled out by the evaluator.**

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

		Low			High	
1.	Exhibits self-awareness and self-confidence <i>(Self-Reflection)</i>	N/A	1	2	3	4
2.	Has goal clarity <i>(Self-Reflection)</i>	N/A	1	2	3	4
3.	Is intellectually curious and/or creative <i>(Lifelong Learning)</i>	N/A	1	2	3	4
4.	Is enthusiastic about learning <i>(Lifelong Learning)</i>	N/A	1	2	3	4
5.	Demonstrates ability to communicate effectively with children and youth <i>(Advocacy for Children and Youth)</i>	N/A	1	2	3	4
6.	Listens and is responsive to children and youth <i>(Advocacy for Children and Youth)</i>	N/A	1	2	3	4
7.	Welcomes diverse viewpoints and is open-minded <i>(Respect for Diversity)</i>	N/A	1	2	3	4
8.	Is adaptable to change <i>(Respect for Diversity)</i>	N/A	1	2	3	4
9.	Works well with others <i>(Collaboration)</i>	N/A	1	2	3	4
10.	Is socially tactful <i>(Collaboration)</i>	N/A	1	2	3	4
11.	Works hard and is thorough <i>(Professional Work Characteristics)</i>	N/A	1	2	3	4
12.	Is reliable and dependable <i>(Professional Work Characteristics)</i>	N/A	1	2	3	4

Signature of Evaluator: *Jennifer Tomasik* Date: 3/28/08

Please use the reverse side to describe the nature and duration of the supervised pre-professional experience with children or youth undertaken by the applicant.

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~~John~~ has been the nanny to our daughter Jane for a little over a year. She started working with Jane when she was four months old - she's nearly seventeen months now. Despite the fact that Jane was born premature by one month, she is far ahead on her developmental milestones. She's fun, great around strangers, has an exceptionally large vocabulary and is intellectually curious. We attribute much of her progress and success to the time she spends with ~~John~~ (which is nearly 50 hours each week). ~~John~~ has been a blessing to our family.





# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT DISPOSITION REFERENCE FORM

## Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: [Redacted] ID #: 0421536 Telephone #: [Redacted]

Teacher Preparation Program: Secondary Education Major/Concentration: English/Language art

Name of Evaluator: Jennifer Martin Position of Evaluator: Child Care Director

Professional Address of Evaluator: 26 Noel Ct. Wakefield, RI 02879

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

		Low			High
1. Exhibits self-awareness and self-confidence (Self-Reflection)	N/A	1	2	3 <sup>+</sup>	4
2. Has goal clarity (Self-Reflection)	N/A	1	2	3	4
3. Is intellectually curious and/or creative (Lifelong Learning)	N/A	1	2	3 <sup>+</sup>	4
4. Is enthusiastic about learning (Lifelong Learning)	N/A	1	2	3	4
5. Demonstrates ability to communicate effectively with children and youth (Advocacy for Children and Youth)	N/A	1	2	3	4
6. Listens and is responsive to children and youth (Advocacy for Children and Youth)	N/A	1	2	3 <sup>+</sup>	4
7. Welcomes diverse viewpoints and is open-minded (Respect for Diversity)	N/A	1	2	3	4
8. Is adaptable to change (Respect for Diversity)	N/A	1	2	3	4
9. Works well with others (Collaboration)	N/A	1	2	3 <sup>+</sup>	4
10. Is socially tactful (Collaboration)	N/A	1	2	3	4
11. Works hard and is thorough (Professional Work Characteristics)	N/A	1	2	3	4
12. Is reliable and dependable (Professional Work Characteristics)	N/A	1	2	3	4

Signature of Evaluator: Jennifer Martin Date: 2/28/08

Please use the reverse side to describe the nature and duration of the supervised pre-professional experience with children or youth undertaken by the applicant.

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[Redacted] worked for the South County YMCA for approximately 5 years as a Site Coordinator. During this time I watched her grow into a mature and →

Responsible adult. She was always organized,  
dependable and motivated to try new activities w/  
the children. ~~I~~ was respected by the children,  
families and staff at the YMCA. I enjoyed  
having the opportunity to work w/~~the~~.

**STUDENT = 138**

	Mean
<b>FINAL ESSAY SCORE</b>	<b>3.0000</b>


a STUDENT = 138

*mdg 4/5/08*

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138

Career Commitment Essay

  
SED  
March 31, 2008

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Motives for many to become a teacher are as diverse as the subjects to be taught. Reasons range from a deep-seeded inspiration of a former teacher to an innate sense to contribute to the community, from a desire to work with children and young adults to an intellectual fascination with and the desire to encourage the same feelings in others regarding any given subject. My motivation for wanting to become a teacher falls within the latter two. While I am inspired by a few of my former teachers and I feel that I could be a wonderful influence on young minds, I find that it is a combination of my ability to work with and relate to young adults, my fondness of literature and my aspirations for instilling that fondness in others that compels me to pursue a career as a secondary education Literature/Language Arts teacher.

I have always been an avid reader. Since grade school literature and language has always called to me, everything from novels to textbooks to electronics manuals. I find that literature opens the mind to new ideas, new language and new cultures. Without the ability to read and comprehend, the world as we know it would cease to exist. My goal as a teacher is to expose adolescents to a whole new world, one in which literature is not the enemy. I want my students to enjoy reading, to see every new story as their own adventure, every new character as a friend of theirs. I want my students to appreciate and understand the art that is literature and language.

Along with enjoying reading, I want my students to experience the many elements of diversity that exists in both classic and modern literature. While I understand that many school districts have a curriculum that must be followed, one of my intentions is to teach both cultural and individual diversity by encouraging my students to reflect upon readings, in-class discussions and individual experiences. I believe that exercises and

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simulations that allow children to see things from a different perspective have a positive impact on their learning experience.

I am a firm believer that all children have the potential to excel in school, but it takes a variety of teaching techniques to develop that excellence. Having taken a number of education classes while earning my Bachelor's in English at the University of Rhode Island, my own personal experiences have taught me that knowledge is not gained solely by memorizing and reciting what the teacher says and writes on the blackboard; it is through comparison and contrast of geography, groups or time, content application exercises, class participation and discussion of personal experiences that many learn best. Not only do I find that I retained more information from an open forum class rather than one in which the professor just lectured, but having observed a few elementary and secondary education classrooms as part of certain classes for my undergraduate degree, I found that children were often more attentive and eager to raise their hands and share information once the teacher stopped lecturing and encouraged a class discussion.

While at URI, I took a middle school endorsement course in which a large portion of our grade was a "teacher collaboration" project. We were broken up into teams of four or five and each of us took on a particular content area (math, science, social studies, English and the arts) and developed an entire month's lesson plan based on a specific theme. The goal was to work together to integrate our lessons plans and end the thematic unit with an event such as a science fair or art project. The collaboration was a wonderful experience and I feel as though working with other teachers to reach a similar goal is not only beneficial for me, but also for the children. Students are able to take what they learn in social studies or math and apply it directly to English or science. This idea is

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something that I wish my teachers had done when I was in grade school. The idea of “teams” did not come into practice in my high school until I was a senior, and even then only the freshmen were involved in this “new” teaching technique.

I enjoyed the education classes that I took at URI and what started out as a simple elective turned into a lifelong passion and career choice. Once I become a teacher, I do plan on furthering my education with classes and workshops, as that I believe that teaching practices do change and one should always be ready to learn new approaches and ideas. I feel that as a teacher one should never feel as though she has learned enough; there is always a lesson to be taught.

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R 3724

0421536

## DESIGNATED INSTITUTION SCORE REPORT

### BACKGROUND INFORMATION

Examinee's Name:	[REDACTED]		
Candidate ID Number:	04799840	Social Security Number:	[REDACTED]
Sex:	F	Date of Birth:	[REDACTED]

### EDUCATIONAL INFORMATION

College Where Relevant Training Was Received:	RHODE ISLAND COLLEGE
Undergraduate Major:	(I)
Graduate Major:	(I)
Educational Level:	EARNED BACHELOR'S DEGREE PLUS ADDITIONAL CREDITS
GPA:	3.0 - 3.49

### SCORE RECIPIENT INFORMATION

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE

[REDACTED]  
[REDACTED]  
[REDACTED]

CURRENT TEST DATE:		06/13/2009	
Test Code	Test Name	Examinee's Score	Possible Score Range
0524	PRINCIPLES LEARNING & TEACHING 7-12	172	100 - 200

HIGHEST SCORE AS OF 07/10/2009				
Test Date	Test Code	Test Name	Examinee's Highest Score	Possible Score Range
06/13/2009	0524	PRINCIPLES LEARNING & TEACHING 7-12	172	100 - 200

### MESSAGE CODES

I INFORMATION NOT PROVIDED OR INCORRECTLY GRIDDED

R 3724





**PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 07/10/2009**

Passed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

3724 RHODE ISLAND COLLEGE								Based on Test Date
Test Date	Test Code	Test Name	Your Highest Score	RI Required Minimum Score	Minimum Score Met/Not Met	RI Required Passing Score	Passed/ Not Passed Status	
06/13/2009	0524	PRINCIPLES LEARNING & TEACHING 7-12	172			167	PASSED	

Test Date	Test Code	Test Name	Your Highest Score	RI Required Minimum Score	Minimum Score Met/Not Met	RI Required Passing Score	Passed/ Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	RI Required Minimum Score	Minimum Score Met/Not Met	RI Required Passing Score	Passed/ Not Passed Status

The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

DETAILED INFORMATION FOR 06/13/2009 TEST DATE			
Test Category **	Raw Points Earned	Raw Points Available	Average Performance Range **
<b>PRINCIPLES OF LEARNING AND TEACHING: GRADES 7-12</b>			
I. STUDENTS AS LEARNERS: DEVELOPMENT, DIVERSE LEARNERS, MOTIVATION, ENVIRONMENT	5	8	5 - 7
II. INSTRUCTION AND ASSESSMENT: INSTRUCTIONAL/ASSESSMENT STRATEGIES, PLANNING	8	8	4 - 6
III. TEACHER PROFESSIONALISM: REFLECTIVE PRACTITIONER, LARGER COMMUNITY	7	8	5 - 7
IV. STUDENTS AS LEARNERS: CASE HISTORIES/SHORT-ANSWER QUESTIONS	8	10	6 - 10
V. INSTRUCTION AND ASSESSMENT: CASE HISTORIES/SHORT-ANSWER QUESTIONS	8	10	6 - 10
VI. COMMUNICATION TECHNIQUES: CASE HISTORIES/SHORT-ANSWER QUESTIONS	4	8	4 - 6
VII. TEACHER PROFESSIONALISM: CASE HISTORIES/SHORT-ANSWER QUESTIONS	6	8	2 - 6

\* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For those reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.

\*\* The range of scores earned by the middle 50% of a group of examinees who took this form of test at the most recent national administration or other comparable time period. N/A means that this range was not computed because fewer than 30 examinees took this form of the test or because there were fewer than 8 questions in the category or, for a constructed-response module, fewer than 8 points to be awarded by the raters. N/A indicates that this test section was not taken and, therefore, the information is not applicable.