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SAMPLE OF CANDIDATE WORK

ADMISSION PORTFOLIO

STUDENT ID 0354119



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Rev 12/07

## TEACHER EDUCATION PROGRAM APPLICATION FORM

To be completed by applicant:

Name: [Redacted] Student I.D. #: 0354119 Date: 12/1/08

Permanent Address: [Redacted] College Address: \_\_\_\_\_

Street # \_\_\_\_\_ Street \_\_\_\_\_ Apt. # \_\_\_\_\_ Street # \_\_\_\_\_ Street \_\_\_\_\_ Apt. # \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

E-Mail \_\_\_\_\_ Telephone # \_\_\_\_\_ 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]

Degree:  Undergrad  2<sup>nd</sup> Degree Estimated Date of Graduation: 05/2010

Teacher Education Program: Secondary Education Major/Concentration: English

Special Education? \_\_\_\_\_ Middle School Endorsement? \_\_\_\_\_

Please Specify Area of Specialization \_\_\_\_\_ Please Specify Content Area \_\_\_\_\_

To be completed by Admissions Committee:

PPST Scores: Reading: 107 4/26/08 Writing: 185 4/26/08 Mathematics: 139 4/26/08 ✓

Transcripts: RIC 9/16/08 Other \_\_\_\_\_ Other \_\_\_\_\_

Admission to RIC: 3/30/04 # of Credits Completed: 97 GPA: 3.73 FNED 346: A

# of Credits in Major Completed: 27 Major GPA: 3.73 ✓

Completion of RIC Writing Requirement: 6/06 Completion of RIC Math Requirement: 10/27/05

Reference Forms Faculty: CARM GRUNICED 4/21/08 Supervisor: JEAN HALVORSEN 4/11/08 ✓

Career Commitment Essay and Scoring Rubric: 3/1/08 4 Technology Competency: SP'08 ✓

Program Specific Requirements: \_\_\_\_\_

**DEPARTMENT RECOMMENDATION:**

Admit  Denied  Deferred ADVISOR: DR. JONET JOHNSON

Please describe conditions/reasons: \_\_\_\_\_

Signature of Admissions Committee Member: [Signature] Date: 1/9/09

Signature of Department Chair: [Signature] Date: 1/12/09

Signature of Associate Dean: [Signature] Date: 1.13.09

January 13, 2009



**RHODE ISLAND  
COLLEGE**

Feinstein School of Education  
and Human Development  
Teacher Education

0354119

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 Teacher Education Program in Secondary Education/English within the Feinstein School of Education and Human Development. Based on your skills, past performance, and personal qualities, you are entitled to enter the department's professional education sequence.

You must take and pass the Principles of Learning and Teaching test grades 7-12 (0524) and the content knowledge test related to your academic major before student teaching. Because the content of CEP 315 and the content of the Principles of Learning and Teaching test (PLT) are similar, you are encouraged to take the PLT immediately after completing CEP 315. The passing score on the PLT is 167. The passing score on the content knowledge test varies by academic major. Only a paper based test administration is available. Please consult the Educational Testing Service website ([www.ets.org](http://www.ets.org)) for specific test administration information.

This is the first step on your journey to becoming a special influence on the personal growth and educational success 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 cumulative grade point average (GPA) of 2.50 as well as successful performance in your teacher education program. In English courses a 3.00 GPA is required. Please consult with your advisor, Dr. Janet Johnson, to plan your course of study and to identify deadlines for portfolio assessments and standardized tests.

The Feinstein School of Education and Human Development will provide you with important information (through email) while you pursue your education degree. Please use your RIC email for all correspondence at Rhode Island College. It will also important for you to check your RIC email often.

Welcome to the process of becoming a teacher.

Sincerely,

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

KSC/mdg

c: Educational Studies Department Files  
c: Dr. Janet Johnson

**PLEASE TAKE THIS LETTER TO THE FIRST DAY OF SED 406**

Providence, RI 02908-1991  
(401) 456-8822  
FAX: (401) 456-8386  
TTY/TDD via RI Relay: 1-800-745-5555



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Undergraduate Studies

Declaration of Major/Concentration Form

CONFIDENTIAL

Name: [REDACTED]

Student ID: 0354119

Address: [REDACTED]

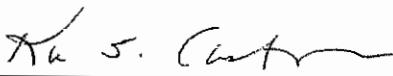
Phone: [REDACTED]

Program: Secondary Education - (Undergraduate Student)

Major: English

Janet Johnson  
Name of Advisor

01/13/2009  
Date

  
Signature of Associate Dean

1

0354119

ID: [REDACTED]

Report Manager

Rhode Island College

Rhode Island College

Identifying Code: RICOL

Name : [REDACTED]

Student ID: 0354119

SSN : [REDACTED]

Print Date : 2009-01-08

- - - - - Academic Program History - - - - -

Program : Non-Degree Undergraduate  
 2004-08-30 : Visiting High School Student Major

Program : Ugrad Degree Arts & Sciences  
 2005-12-13 : English-BA Major

Program : Ugrad Degree General College  
 2006-09-22 : SE English-IM Major

- - - - - Beginning of Undergraduate Record - - - - -

Fall 2004

HIST	161E	Western History	4.00	4.00	A	16.000
HIST	201E	U.S. History to 1877	3.00	3.00	A	12.000
TERM GPA :	4.000	TERM TOTALS :	7.00	7.00		28.000
CUM GPA :	4.000	CUM TOTALS :	7.00	7.00		28.000

Spring 2005

HIST	202E	U.S.Hist 1877-Present	3.00	3.00	A	12.000
TERM GPA :	4.000	TERM TOTALS :	3.00	3.00		12.000
CUM GPA :	4.000	CUM TOTALS :	10.00	10.00		40.000

Fall 2005

POL	202E	American Government	3.00	3.00	A-	11.010
TERM GPA :	3.670	TERM TOTALS :	3.00	3.00		11.010
CUM GPA :	3.924	CUM TOTALS :	13.00	13.00		51.010

Spring 2006

POL	204E	Intro to Political Thought	3.00	3.00	A	12.000
TERM GPA :	4.000	TERM TOTALS :	3.00	3.00		12.000

CUM GPA : 3.938 CUM TOTALS : 16.00 16.00 63.010

Fall 2006

ANTH	101	Intro To Cultural Anthropology	3.00	3.00 A	12.000
BIOL	109H	Honors Fund Concepts of Biol	4.00	4.00 A	16.000
ENGL	113	Approaches To Drama	3.00	3.00 A	12.000
MATH	139	Contemporary Topics in Math	3.00	3.00 A	12.000

Transfer Credit from Community College of Rhode Island

Applied Toward Ugrad Degree Arts & Sciences Program

FREN	113	Intermediate French	3.00	3.00 T	
Course Trans GPA:			0.000	Transfer Totals :	3.00 3.00 0.000

Transfer Credit from University of Rhode Island

Applied Toward Ugrad Degree Arts & Sciences Program

WRTG	100	Introd To Academic Writing	3.00	3.00 T	
Course Trans GPA:			0.000	Transfer Totals :	3.00 3.00 0.000

TERM GPA : 4.000 TERM TOTALS : 13.00 13.00 52.000

CUM GPA : 3.966 CUM TOTALS : 29.00 35.00 115.010

Dean's List

Spring 2007

ENGL	201	Introd To Literary I.	4.00	4.00 A	16.000
ENGL	210	Children's Literature	3.00	3.00 A	12.000
HONR	162	Studies In Western Literature	4.00	4.00 A	16.000
PHIL	205	Introduction to Logic	3.00	3.00 A	12.000
TERM GPA :			4.000	TERM TOTALS :	14.00 14.00 56.000

CUM GPA : 3.977 CUM TOTALS : 43.00 49.00 171.010

Dean's List

Fall 2007

ENGL	116H	Appr To Film & Film Criticism	3.00	3.00 A	12.000
ENGL	202	Introd To Literary Study II	4.00	4.00 A-	14.680
ENGL	212	Adolescent Literature	3.00	3.00 A-	11.010
ENGL	280	Workshop:	2.00	2.00 H	

Course Topic(s): Writing Center Theory&Practice

HONR	163	Studies Non-Western Cultures	4.00	4.00 A-	14.680
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Course Topic(s): Asian Philosophy

TERM GPA : 3.741 TERM TOTALS : 16.00 16.00 52.370  
 CUM GPA : 3.919 CUM TOTALS : 59.00 65.00 223.380  
 Dean's List

Spring 2008

ENGL 205 Backgrounds Brit Lit to 1800 4.00 4.00 A 16.000  
 ENGL 220 Intro to Creative Writing 3.00 3.00 A 12.000  
 ENGL 342 Contemporary Drama 3.00 3.00 A 12.000  
 FNED 346 Schooling in a Democratic Soc 4.00 4.00 A 16.000  
 HONR 264 Topics: 4.00 4.00 B+ 13.320

Course Topic(s): Northern Exposures

INST 100 FSEHD Tech Competency Test 0.00 S  
 TERM GPA : 3.851 TERM TOTALS : 18.00 18.00 69.320  
 CUM GPA : 3.903 CUM TOTALS : 77.00 83.00 292.700  
 Dean's List

Fall 2008

ENGL 326 Studies in Afro-American Lit 3.00 3.00 A- 11.010  
 ENGL 346 Shakespeare: The Tragedies 3.00 3.00 B 9.000  
 ENGL 433 Modern English Grammar 3.00 3.00 A- 11.010  
 HONR 351 Junior Colloquium 2.00 2.00 S  
 SED 445 Teach Writing in Sec Schools 3.00 3.00 A 12.000  
 TERM GPA : 3.585 TERM TOTALS : 14.00 14.00 43.020  
 CUM GPA : 3.859 CUM TOTALS : 91.00 97.00 335.720

Spring 2009

CEP 315 Educational Psychology 4.00  
 ENGL 302 American Lit From1860-1914 3.00  
 ENGL 336 Non-Western Literatures 3.00  
 HONR 365 Junior Year Seminar 2.00  
 TERM GPA : 0.000 TERM TOTALS : 0.00 0.00 0.000  
 CUM GPA : 3.859 CUM TOTALS : 91.00 97.00 335.720

Undergraduate Career Totals

CUM GPA : 3.859 CUM TOTALS : 91.00 97.00 335.720

- - - - - Non-Course Milestones - - - - -

2005-10-27 College Mathematics Requirement

Milestone Status: Completed

2005-10-27 SAT Test Taken - Completed

College Writing Requirement

Milestone Status: Completed

Course Taken - Completed





# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT DISPOSITION REFERENCE FORM

## FNED 346 Faculty (Confidential)

This section is to be filled out by the applicant.

Name: [REDACTED] ID #: 0354119 Telephone #: [REDACTED]

Teacher Preparation Program: Secondary Education Major/Concentration: English

Name of Evaluator: Carol Guiriceo Position of Evaluator: RIC Professor

Professional Address of Evaluator: RIC

### 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.

		N/A	Low 1	2	3	High 4
1.	Exhibits self-awareness and self-confidence (Self-Reflection)	N/A	1	2	(3)	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	(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)	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	(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: Carol M. Guiriceo Date: 4/21/08

On the reverse side there is a descriptive rubric to use as a reference for rating. You may use the reverse of this page to add additional comments.



## FNED FACULTY DISPOSITION REFERENCE FORM DESCRIPTIVE RUBRIC

The rating scale (1-4) for the Faculty Disposition Reference Form indicates demonstrated and observed behaviors - low to high, with the option of indicating No Knowledge of the Attribute or "NA." The rating of "3" is described on the rubric below as "competent level of performance" and a frame of reference for the assessor/faculty member.

Attribute/Behavioral Criteria	3 = Competent
1. Exhibits self-awareness and self-confidence ( <i>Self-Reflection</i> )	Offers comments and reflections confidently but does not often initiate or take the lead during class discussions. Listens to others before contributing ideas.
2. Has goal clarity ( <i>Self-Reflection</i> )	Sets goals before starting class projects/papers. Uses goals to direct work on project/paper. Takes personal responsibility.
3. Is intellectually curious and/or creative ( <i>Lifelong Learning</i> )	Asks questions and considers alternative perspectives to issues raised in class. Presents imaginative solutions and resources to dilemmas.
4. Is enthusiastic about learning ( <i>Lifelong Learning</i> )	Participates actively in class discussions. Raises questions and volunteers ideas that enrich the class conversation.
5. Demonstrates ability to communicate effectively with children and youth ( <i>Advocacy for Children and Youth</i> )	Converses well with peers. Uses vocabulary appropriate to listening audience. Through class discussions /interactions, there is some evidence of knowing the developmental needs of children and why teachers must advocate for and communicate effectively with children and youth.
6. Listens and is responsive to children and youth ( <i>Advocacy for Children and Youth</i> )	Listens patiently to others in class before offering feedback or remarks. Responds appropriately to feedback by peers.
7. Welcomes diverse viewpoints and is open-minded ( <i>Respect for Diversity</i> )	Listens to all sides before offering remarks during class discussion. Considers diverse viewpoints in one's reflection.
8. Is adaptable to change ( <i>Respect for Diversity</i> )	Adjusts to changes that occur during the course gracefully. Handles controversial positions and approaches with respect.
9. Works well with others ( <i>Collaboration</i> )	Works well with others in class; completes assigned tasks, and trusts others to complete their tasks for collaborative projects/ assignments.
10. Is socially tactful ( <i>Collaboration</i> )	Respects social boundaries during class conversations; uses language with tact when asked for or required to give constructive feedback.
11. Works hard and is thorough ( <i>Professional Work Characteristics</i> )	Organizes work assignment appropriately; attends class regularly; submits quality work appropriate to level of development
12. Is reliable and dependable ( <i>Professional Work Characteristics</i> )	Completes work in a timely manner; follows through on assigned tasks

~~\_\_\_\_\_~~ expresses herself well both in class discussions & in her writings. She submits work that goes beyond that which is expected. Although quiet, I can count on her to contribute to every class discussion, usually after a period of reflection. I think she has the potential to be a great teacher.



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## DISPOSITION REFERENCE FORM

### FNED 346 Service Learning Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: [REDACTED] ID #: 0354119 Telephone #: [REDACTED]

Teacher Preparation Program: Secondary Education Major/Concentration: English

Name of Evaluator: Jean Halvorsen Position of Evaluator: Speech Teacher

Professional Address of Evaluator: 44 Highland Av. Johnston RI 02919

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	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	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	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	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: Jean M. Halvorsen Date: 4/11/08

On the reverse side there is a descriptive rubric to use as a reference for rating. To describe the nature and duration of the supervised pre-professional experience with children or youth undertaken by the applicant, you may also wish to use the reverse side of this form.



## SUPERVISOR DISPOSITION REFERENCE FORM PARTIAL DESCRIPTIVE RUBRIC

The rating scale (1-4) for the Disposition Reference Form indicates demonstrated and observed behaviors - low to high, with the option of indicating No Knowledge of the Attribute or "NA." The rating of "3" is described on the rubric below as "competent level of performance" and a frame of reference for the supervisor.

Attribute/Behavioral Criteria	3 = Competent
1. Exhibits self-awareness and self-confidence ( <i>Self-Reflection</i> )	Takes initiative. Interacts with students in a pleasant and encouraging manner.
2. Has goal clarity ( <i>Self-Reflection</i> )	Sets goals before starting work with students. Takes responsibility in terms of attendance and work.
3. Is intellectually curious and/or creative ( <i>Lifelong Learning</i> )	Asks questions and considers alternative perspectives to issues raised with students. Presents imaginative and thoughtful preparation.
4. Is enthusiastic about learning ( <i>Lifelong Learning</i> )	Seems eager to work with students; actively participates and is engaged.
5. Demonstrates ability to communicate effectively with children and youth ( <i>Advocacy for Children and Youth</i> )	Converses well with students. Consistently uses language and vocabulary appropriate to listening audience.
6. Listens and is responsive to children and youth ( <i>Advocacy for Children and Youth</i> )	Listens patiently to students in tutoring before offering feedback or remarks. Responds appropriately.
7. Welcomes diverse viewpoints and is open-minded ( <i>Respect for Diversity</i> )	Listens to all sides before offering comments or remarks. Considers diverse viewpoints.
8. Is adaptable to change ( <i>Respect for Diversity</i> )	Adjusts gracefully to changes that occur. Handles controversial positions and approaches with respect.
9. Works well with others ( <i>Collaboration</i> )	Works well with others in class; completes assigned tasks, and trusts others to complete their tasks for collaborative projects/ assignments.
10. Is socially tactful ( <i>Collaboration</i> )	Respects social boundaries during class conversations; uses language with tact when asked for or required to give constructive feedback.
11. Works hard and is thorough ( <i>Professional Work Characteristics</i> )	Organizes work assignment appropriately; work is well done. Attendance is good.
12. Is reliable and dependable ( <i>Professional Work Characteristics</i> )	Completes work in a timely manner; follows through on assigned tasks.

~~E~~ worked with one first grade student - having significant reading problems, two small groups of first graders in spelling areas, and 4 Gr. 3 boys for language tasks. She came faithfully and worked according to my lesson plans. She was courteous and polite, took suggestions well and was assertive (& polite) enough to ask questions or seek clarification. The only reason I gave a "3" on self-confidence was due to her shyness with the 4 rather rambunctious Gr. 3 boys who need much reminders to behave and work. As time has passed and she has become familiar with their personalities, she has demonstrated an ability to keep them on task. She will be a true asset to your program and I do hope that you will accept her. *Jean M. Helvorsen* SLR/KCC  
831-2205

**My Grades**

<del>James Wright</del>	
Email/Web Test	1
Copyright Test	1
Word Processing (Out of 1)	1
Spreadsheet (Out of 1)	1
Tech Comp Final	Pass

STUDENT = 12

		Mean
<b>FINAL ESSAY SCORE</b>		<b>4.0000</b>

a STUDENT = 12

*Jade*  
*3/1/00*

12

Career Commitment Essay

~~XXXXXXXXXX~~

Secondary Education/English

February 25, 2008

Since learning how to read at the age of four, I have always loved to read all kinds of literature. In addition to reading these books, I enjoy learning about their authors and their backgrounds. More and more, people are losing interest in the written word. I would like to rekindle students' interest in literature by teaching them about the life-changing experiences that people have had through reading. Books can lead people to discover parts of the country or even the world that they did not know existed; they can also inspire readers to learn more about the subject matter. Reading opens up whole new worlds, which I hope to impress on students as a Secondary Education English teacher.

Although my high school was not very diverse, I have been working with students from all different cultures while in college. Tutoring in the Writing Center at Rhode Island College teaches me every day the importance of being open-minded about cultures other than my own. I have helped students who have only been in this country for a couple of weeks with their papers. The students incorporate parts of their cultures in essays about their families, themselves, and experiences they have had in their home countries and in America. Often, I talk to students about these experiences, and we learn about each other. As a teacher, it is important to be respectful of individuals' cultures and to encourage students to learn about each other's cultural backgrounds.

All children have the potential to learn, but they learn at different paces. People have a large capacity to obtain knowledge, which they can use in everyday situations, especially ones that involve problem-solving and critical thinking. Sometimes, students lack the motivation to learn. In the Writing Center, I have seen students who are enthusiastic to learn writing techniques and organizational skills that may improve their papers; I have also met with other students who only attend sessions because it is mandatory. When I am a teacher, I will



encourage my students to love learning, which I hope they will continue to do throughout their lives.

My experiences as a tutor in the Writing Center have taught me the value of collaboration not only with students but also with other tutors. During the summer, the tutors attend a weekly workshop in which we talk about ways to help students with their papers and how to enhance our communication skills that enable us to speak with students about writing techniques and styles. These workshops aid us because when we tutor, we collaborate with students. We do not teach students how to write; we talk to them about ways to improve their writing, particularly in organization and grammatical structure, while respecting their unique styles of composition. Sometimes, when I cannot fully explain a certain aspect of writing to a student, I ask my fellow tutors' advice. Teachers should periodically meet for professional development. Their collaboration on teaching methods and course material will greatly benefit their students. As a teacher, I would find professional collaboration advantageous.

An important part of teaching is reflecting on past experiences. By reflecting, teachers may see where they can improve on how they explain the course material. Students learn from their teachers, but teachers may also learn from their students. Teachers can make improvements by learning how well students respond to certain methods of teaching. For instance, if lecturing alone does not work, teachers might want to try discussing the subject with students. In the Writing Center, I constantly think of approaches I can take to make sessions into collaborative efforts rather than grammar lessons. Being a teacher means being a lifelong learner: I will always learn how to be a better teacher for my students.

Only recently have I come to understand the importance of cultural awareness. Working with people from different cultures has allowed me to see the world through others' eyes. However, given my limited experience with diversity, I would like to continue to pursue opportunities that will challenge me as a teacher and on a personal level as a citizen of the global community. Through experience with tutoring and teaching, I can realize that every student has a unique way of learning and a need for instruction from an effective listener and a reflective learner.



# THE PRAXIS SERIES™

Telephone: 800-772-9476 or 609-771-7395

0354119

## EXAMINEE SCORE REPORT

### BACKGROUND INFORMATION

Examinee's name: [REDACTED]  
 Candidate ID Number: 04506576 Social Security Number: [REDACTED] Sex: F Date of Birth: [REDACTED]

### EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: RHODE ISLAND COLLEGE  
 Undergraduate Major: ENGLISH EDUCATION  
 Graduate Major: ENGLISH EDUCATION  
 Educational Level: SOPHOMORE (SECOND YEAR)  
 GPA: 3.5 - 4.0

### SCORE RECIPIENT(S) REQUESTED

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE
R8077 (A)	RHODE ISLAND STATE DEPT EDUC

[REDACTED]  
 [REDACTED]  
 [REDACTED]

CURRENT TEST DATE: 04/26/2008		Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration			
Test Code	Test Name				R3724	R8077		
0710	PPST READING	182	150 - 190	174 - 182	Y	N		
0720	PPST WRITING	185	150 - 190	173 - 178	Y	N		
0730	PPST MATHEMATICS	188	150 - 190	174 - 184	Y	N		

### HIGHEST SCORE AS OF 05/23/2008

Test Date	Test Code	Test Name	Your Highest Score	Possible Score Range	Score Recipient Code(s)			
					R3724	R8077		
04/26/2008	0710	PPST READING	182	150 - 190	Y	N		
04/26/2008	0720	PPST WRITING	185	150 - 190	Y	N		
04/26/2008	0730	PPST MATHEMATICS	188	150 - 190	Y	N		

Scores will be available for reporting for ten years.

For more information on Understanding Your Praxis Scores, refer to the enclosed interpretive leaflet and visit [www.ets.org/praxis](http://www.ets.org/praxis).

#### MESSAGE CODES

- A SCORE AUTOMATICALLY REPORTED TO STATE LICENSING AGENCY.
- Y SCORE REPORTED TO RECIPIENT LISTED.
- N TEST NOT REQUIRED BY DI. SCORE NOT REPORTED.



DETAILED INFORMATION FOR 04/26/2008 TEST DATE			
Test Category *	Raw Points Earned	Raw Points Available	Average Performance Range **
PRE-PROFESSIONAL SKILLS TEST: READING			
I. LITERAL COMPREHENSION	14	18	9 - 15
II. CRITICAL AND INFERENTIAL COMPREHENSION	20	22	11 - 18
PRE-PROFESSIONAL SKILLS TEST: WRITING			
I. GRAMMATICAL RELATIONSHIPS	10	13	6 - 9
II. STRUCTURAL RELATIONSHIPS	14	14	7 - 10
III. WORD CHOICE AND MECHANICS	9	10	4 - 7
IV. ESSAY	10	12	6 - 8
PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS			
I. NUMBER AND OPERATIONS	11	13	5 - 9
II. ALGEBRA	8	8	4 - 7
III. GEOMETRY AND MEASUREMENT	9	9	4 - 7
IV. DATA ANALYSIS AND PROBABILITY	9	10	5 - 8

\* 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 these 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 of appropriate educational level (see interpretive leaflet for details) taking this test during the most recent three academic years. N/C means that this range was not computed because the test was taken by fewer than 30 examinees within the most recent three academic years. N/A indicates that this test section was not taken and, therefore, the information is not applicable.



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## DESIGNATED INSTITUTION SCORE REPORT

### BACKGROUND INFORMATION

Examinee's Name: [REDACTED] E  
 Candidate ID Number: 04506576 Social Security Number: [REDACTED] Sex: F Date of Birth: [REDACTED]

### EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: RHODE ISLAND COLLEGE  
 Undergraduate Major: ENGLISH EDUCATION  
 Graduate Major: ENGLISH EDUCATION  
 Educational Level: JUNIOR (THIRD YEAR)  
 GPA: 3.5 - 4.0

### SCORE RECIPIENT INFORMATION

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE

[REDACTED]  
 [REDACTED]  
 [REDACTED]

CURRENT TEST DATE: 06/13/2009		Examinee's Score	Possible Score Range
Test Code	Test Name		
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
04/26/2008	0710	PPST READING	182	150 - 190
04/26/2008	0720	PPST WRITING	185	150 - 190
04/26/2008	0730	PPST MATHEMATICS	188	150 - 190

### MESSAGE CODES

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## DESIGNATED INSTITUTION SCORE REPORT

### BACKGROUND INFORMATION

Examinee's Name: [REDACTED]  
 Candidate ID Number: 04506576 Social Security Number: [REDACTED] Sex: F Date of Birth: [REDACTED]

### EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: RHODE ISLAND COLLEGE  
 Undergraduate Major: ENGLISH EDUCATION  
 Graduate Major: ENGLISH EDUCATION  
 Educational Level: JUNIOR (THIRD YEAR)  
 GPA: 3.5 - 4.0

### SCORE RECIPIENT INFORMATION

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE

[REDACTED]

### CURRENT TEST DATE: 07/25/2009

Test Code	Test Name	Examinee's Score	Possible Score Range
0041	ENG LANG LIT COMP CONTENT KNOWLEDGE	188	100 - 200

### HIGHEST SCORE AS OF 08/24/2009

Test Date	Test Code	Test Name	Examinee's Highest Score	Possible Score Range
07/25/2009	0041	ENG LANG LIT COMP CONTENT KNOWLEDGE	188	100 - 200
06/13/2009	0524	PRINCIPLES LEARNING & TEACHING 7-12	172	100 - 200
04/26/2008	0710	PPST READING	162	150 - 190
04/26/2008	0720	PPST WRITING	185	150 - 190
04/26/2008	0730	PPST MATHEMATICS	188	150 - 190

### MESSAGE CODES

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## DESIGNATED INSTITUTION SCORE REPORT

### BACKGROUND INFORMATION

Examinee's Name:	[REDACTED]		
Candidate ID Number:	04506576	Social Security Number:	[REDACTED]
Sex:	F	Date of Birth:	[REDACTED]

### EDUCATIONAL INFORMATION

College Where Relevant Training Was Received:	RHODE ISLAND COLLEGE
Undergraduate Major:	ENGLISH EDUCATION
Graduate Major:	ENGLISH EDUCATION
Educational Level:	JUNIOR (THIRD YEAR)
GPA:	3.5 - 4.0

### SCORE RECIPIENT INFORMATION

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE

[REDACTED]  
[REDACTED]  
[REDACTED]

CURRENT TEST DATE		07/25/2009	Examinee's Score	Possible Score Range
Test Code	Test Name			
0042	ENG LANG LIT COMP ESSAYS	165	100 - 200	

HIGHEST SCORE AS OF		08/21/2009	Examinee's Highest Score	Possible Score Range
Test Date	Test Code	Test Name		
07/25/2009	0041	ENG LANG LIT COMP CONTENT KNOWLEDGE	188	100 - 200
07/25/2009	0042	ENG LANG LIT COMP ESSAYS	165	100 - 200
06/13/2009	0524	PRINCIPLES LEARNING & TEACHING 7-12	172	100 - 200
04/26/2008	0710	PPST READING	182	150 - 190
04/26/2008	0720	PPST WRITING	185	150 - 190
04/26/2008	0730	PPST MATHEMATICS	188	150 - 190

### MESSAGE CODES

R 3724



