



REACH
INSPIRE
CONNECT

SAMPLE OF CANDIDATE WORK

ADMISSION PORTFOLIO

STUDENT ID 0346012

January 28, 2008



**RHODE ISLAND
COLLEGE**

Feinstein School of Education
and Human Development
Teacher Education

It is my pleasure to inform you that the Department of Health and Physical Education and the Dean's office have approved your application for admission into the Teacher Education Program in both Health Education and Physical Education 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 for either grades k-6 (0522) or grades 7-12 (0524) 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. Only a paper based test administration is available. Please consult the Educational Testing Service website (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. Please consult with your advisor, Dr. Betty Rauhe, to plan your course of study and to identify deadlines for portfolio assessments and standardized tests.

Welcome to the process of becoming a teacher.

Sincerely,

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

KSC/mdg

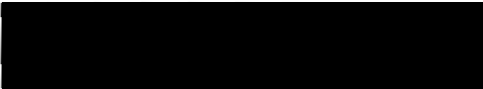
c: Health and Physical Education Department Files
c: Dr. Betty Rauhe

PLEASE TAKE THIS LETTER TO THE FIRST DAY OF HED 300



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

Name:



Address:

Student ID: 0346012

Phone: 401/295-7612

Program: Health and Physical Education - (Undergraduate Student)

Betty Rauhe
Name of Advisor

01/28/2008
Date

K. S. C.
Signature of Associate Dean



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

TEACHER EDUCATION PROGRAM APPLICATION FORM

Name: [REDACTED] Student I.D. #: 0346012 Date: 01-22-08

Current Address: [REDACTED] Permanent Address: Sam
 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

Degree: Undergrad 2nd Degree Estimated Date of Graduation: _____

Teacher Education Program: Physical Education → already accepted in Health Education
 Major/Concentration: Health and Physical Ed.

Special Education? _____ Please Specify Area of Specialization
 Middle School Endorsement? _____ Please Specify Content Area

PPST Scores: Reading: _____ Writing: _____ Mathematics: _____
Score Date Taken Score Date Taken Score Date Taken

Transcripts: RIC _____ Other _____ Other _____
Date Name of College/University Date Name of College/University Date

Admission to RIC: _____ # of Credits Completed: _____ GPA: _____ FNED 346: _____
Date Grade

Completion of RIC Writing Requirement: _____ Completion of RIC Math Requirement: _____
Date Date

Reference Forms
 Faculty: _____ Supervisor: _____
Name (Please Print) Date Name (Please Print) Date

Career Commitment Essay and Scoring Rubric: _____ Technology Competency: _____
Date Date

Program Specific Requirement: _____

DEPARTMENT RECOMMENDATION
 Admit Denied
 Please describe conditions/reasons: _____

ADVISOR: Betty J. Raube

C. Clapham 1/23/08
Signature of Admissions Committee Member Date
Betty J. Raube 01-22-08 K.S. [Signature] 1-28-08
Signature of Department Chair Date Signature of Associate Dean Date
 e:Admission Portfolia.Application.doc 10/6/2005

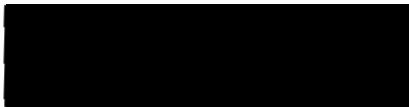
PED 140 B-
 PED 243 B-

Done from Applied for Health Education 01-2007

Saved

Report Results

Return

Rhode Island College
 Rhode Island College
 Identifying Code: RICOL
 Name :
 Student ID: 0346012
 SSN :
 Address : 

Print Date : 2008-01-22

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

Program : Ugrad Degree General College
 2004-04-08 : Active in Program
 2004-04-08 : Undergraduate Undeclared Major
 Program : Ugrad Deg Education & Humn Dev
 2007-01-09 : Active in Program
 2007-01-09 : Health Education-BS Major

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

~~Fall 2004~~

ANTH	162	Non-Western Worlds:	4.00	4.00	C-	6.680
Course Topic(s): Encounter "Other" New Guinea"						
ECON	200	Introduction to Economics	3.00	3.00	C+	6.990
SOC	202	The Family	3.00	3.00	A-	11.010
WRTE	100	Introd To Academic Writing	4.00	4.00	A-	14.680
TERM GPA :	2.811	TERM TOTALS :	14.00	14.00		39.360
CUM GPA :	2.811	CUM TOTALS :	14.00	14.00		39.360

Spring 2005

ACCT	201	Prin of Acctg I: Financial	3.00	3.00	C+	6.990
COMM	241	Introd To Film And Video	3.00	3.00	B-	8.010
HIST	161	Western History	4.00	4.00	B+	13.320
MATH	139	Contemporary Topics in Math	3.00	3.00	C	6.000
TERM GPA :	2.640	TERM TOTALS :	13.00	13.00		34.320
CUM GPA :	2.729	CUM TOTALS :	27.00	27.00		73.680

Fall 2005

BIOL	108	Basic Principles of Biology	4.00	4.00	C	8.000
CEP	215	Educational Psychology	4.00	4.00	A-	14.680
ENGL	161	Western Literature	4.00	4.00	B-	10.680
HED	102	Personal Health	3.00	3.00	A-	11.010
TERM GPA :	2.958	TERM TOTALS :	15.00	15.00		44.370
CUM GPA :	2.811	CUM TOTALS :	42.00	42.00		118.050

Spring 2006

FNED	346	Schooling in a Democratic Soc	4.00	4.00 B	12.000
HED	202	Principles of Health Education	3.00	3.00 B	9.000
HED	233	Social Perspectives on Health	3.00	3.00 B	9.000
PHIL	263	God(s)	4.00	4.00 B	12.000
TERM GPA :		3.000	TERM TOTALS :		42.000
CUM GPA :		2.858	CUM TOTALS :		160.050

Fall 2006

HED	221	Nutrition	3.00	3.00 A-	11.010
INST	251	Intro To Emerging Technologies	3.00	3.00 B	9.000
PED	140	Intro To Movement Sciences	3.00	3.00 B-	8.010
PED	205	Condition Person Fitness	2.00	2.00 B+	6.660
PSYC	110	Introduction to Psychology	3.00	3.00 D+	3.990
TERM GPA :		2.762	TERM TOTALS :		38.670
CUM GPA :		2.839	CUM TOTALS :		198.720

Spring 2007

HED	300	Concepts Of Teaching I	4.00	4.00 B	12.000
HED	303	Community Health	3.00	3.00 B+	9.990
PED	132	Beginning Activity-Gymnastics	2.00	0.00 W	
PED	147	Reg Act-Rhythmic Activities	1.00	1.00 A-	3.670
PED	243	Foundations of Movement	3.00	3.00 B-	8.010
SPED	300	Intro Ed of Exceptional Chld	4.00	4.00 B-	10.680
TERM GPA :		2.957	TERM TOTALS :		44.350
CUM GPA :		2.860	CUM TOTALS :		243.070

Fall 2007

BIOL	231	Human Anatomy	4.00	0.00 W	
HED	101	Human Sexuality	3.00	3.00 B+	9.990
HED	307	Dynamics&Determnts Of Disease	3.00	3.00 B+	9.990
HED	410	Stress Management	3.00	3.00 B+	9.990
PED	206	Fund of Motor Skills Movement	3.00	3.00 B	9.000
TERM GPA :		3.248	TERM TOTALS :		38.970
CUM GPA :		2.908	CUM TOTALS :		282.040

Spring 2008

BIOL	231	Human Anatomy	4.00		
PED	207	Motor Skill Dev Life Well I	2.00		
PED	208	Motor Skill Dev Life Well II	2.00		
TERM GPA :		0.000	TERM TOTALS :		0.000
CUM GPA :		2.908	CUM TOTALS :		282.040

Undergraduate Career Totals

CUM GPA :		2.908	CUM TOTALS :		282.040
-----------	--	-------	--------------	--	---------

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

- 2004-05-07 College Mathematics Requirement
 - 2004-05-07 SAT Test Taken - Completed
- 2004-09-11 College Writing Requirement
 - 2004-09-11 Course Taken - Completed

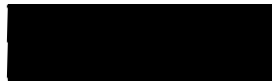
Return

161

Feinstein School of Education

And Human Development

Career Commitment Essay



Health and Physical Education

10/1/06

161

Career Commitment Essay

I am currently attending Rhode Island College aspiring to become a Physical and Health Education teacher. I feel that in this field of teaching you make a great connection with the students while teaching them lifelong lessons that will help them not only in the classroom but out of it as well. In the field of physical education you teach students not only team games for instance football and basketball but more importantly ways to stay active later in life to maintain a healthy lifestyle by being taught lifetime individual games like badminton or tennis. In physical education you not only play games but you create activities centered on team building and cooperation one activity being project adventure. In the field of health education you inform students about the important health issues that are affecting us today. Along with informing the students about the important issues but we as teachers have to teach students how to avoid those issues and give them alternative ways to lead a healthy life.

As a requirement to get into the Feinstein School of Education I was fortunate enough to spend some time doing some tutoring in a school where whites are the minority. While tutoring in this type of situation I gained valuable experience and have formed some beliefs about teaching. I believe that after seeing what it was like in a diverse schooling situation I think that we need to integrate our schools more and have more of a diverse schooling situation. I believe that this would benefit the students greatly by exposing them to culture before they get out into the real world. I believe that each child should have the same opportunity to learn if they want to. Students in some school districts are inhibited by how effective their education is by the amount of money the school department spends on them. Another way a student does not have the same

potential to learn is when in a class a teacher very early puts a label on a student as not smart or not motivated to learn and they just give up on the student and don't teach them the same that they would any other student in the class. I have seen that happen first hand because in one class in high school I wasn't much of a talker and just sat there in class paying attention and the teacher just ignored me and figured I didn't care about my education. I think that a good teacher should try to involve all students even the quiet ones to try to keep them attentive and so they feel they are a part of the class. When it comes to teacher collaboration I feel that it is not only vital for a student's success but it is also vital for the success of a teacher. If teachers get along and work together on activities and assignments that just gives you the teacher the opportunity to learn more assignments and maybe even an alternate way of teaching a certain topic that might be confusing to certain students. This helps the student immensely because maybe the student does not understand the assignment that you are teaching that day and you could then explain it a way that you have seen a colleague do it to give the student a different perspective. A big reason why I chose education is because as an educator you continue to learn throughout the entire time you are a teacher. You learn from so many different people whether it be the students you teach, your colleagues or even the community that you teach in. Another way that you continue to learn is that you have to keep up to date with the field that you are in as things always change and you need to stay up to date.

While I need to improve greatly in all of those beliefs I think that the one that I need to improve on most is the belief of all children have the same potential to learn. I see this as a weakness right now mainly because in the coaching that I do at the middle school level. What I do is concentrate on the athletes that I think have the most potential

to succeed at the higher levels and not concentrate on the players that I feel do not have the same future. My attitude towards that once I hit the classroom needs to change because in there every student has the same potential, its just that you need to find a way to get through to tap into that potential.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

CAREER COMMITMENT ESSAY

Student _____

Date: 10/14/06

Score: 3

RM

Revision: Date: _____

Score: _____

EXEMPLARY 4

ACCEPTABLE 3

REVISE/RESUBMIT 2

UNACCEPTABLE 1

	EXEMPLARY	ACCEPTABLE	REVISE/RESUBMIT	UNACCEPTABLE
<p>Content/Purpose</p> <ul style="list-style-type: none"> Reasons for choosing program Commitment to teaching Specific experiences used to discuss beliefs Dispositions toward diversity, all children, collaboration, lifelong learning Reflection on need to improve 	All content criteria are evident and shows evidence of clear, well-reasoned reflection and understanding and knowledge of the nature of teaching. Essay includes effective use of personal experience to discuss promising dispositions.	Most criteria are evident or some evidence of thoughtful reflection and understanding of teaching. Essay includes some relevant examples based on personal experience to discuss promising dispositions. ✓	Some criteria are evident or shows little thoughtful reflection and understanding of teaching. Essay includes few relevant examples based on personal experience; does not generally use those examples to discuss promising dispositions.	Content is relevant but not comprehensive or well integrated. There is little evidence of thoughtful reflection or understanding of teaching. Essay makes little connection to personal experience and/or dispositions or those made are not relevant.
<p>Expression/Voice</p>	Well focused essay with evidence of thought in composition, phrasing and structure. Audience is clear and is effectively addressed.	Essay is focused and shows evidence of skill in writing. Audience is clear throughout. ✓	Essay is not focused and shows minimal evidence of writing skills. Audience is generally clear.	Essay is poorly expressed with little attention to language and sentence structure
<p>Organization</p>	Logically organized, using an appropriate format and written structure. Effective transitions between ideas	Essay is organized, using appropriate format and structure. Transitions between ideas are weak or inconsistent. ✓	Essay is organized. Format is appropriate, but structure is weak with little evidence of transitions between ideas.	Essay is disorganized; no evidence of a logical outline or transitional attempts.
<p>Conventions</p>	Completely free from spelling, punctuation, and grammatical errors.	Essay is mostly clean (has no more than 3 errors) in spelling, punctuation, and grammar ✓	Essay contains many errors (more than 3) in spelling, punctuation, and grammar which do not detract from reader's understanding.	Essay contains numerous errors in spelling, punctuation, and/or grammar which detract significantly from the reader's understanding.

INTERPRETATION OF RESULTS:

- A score of 4 or 3 is passing, submit with your portfolio.
- A score of 2, the essay should be revised and resubmitted with all original paperwork for the next assessment date (see department for dates). Please review content guidelines found in the directions and visit the Writing Center for assistance.
- A score of 1, the essay is unacceptable and should be completely redone. Students should be certain that they know and understand the content guidelines found in the directions, the scoring rubric and then visit the Writing Center for assistance.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT DISPOSITION REFERENCE FORM

FNED 346 Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: _____ ID #: _____ Telephone #: _____

Teacher Preparation Program: PE/Health Major/Concentration: PE/Health

Name of Evaluator: Jane O'Connell Position of Evaluator: Asst Educator

Professional Address of Evaluator: _____

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: Jane O'Connell Date: 5-4-06

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.



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 #: _____ Telephone #: 401-477-6219
 Teacher Preparation Program: PE/Health Major/Concentration: Pe/Health
 Name of Evaluator: Gerri August Position of Evaluator: Professor
 Professional Address of Evaluator: HBS 207-3

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: Gerri August Date: 4/26/06
 Please use the reverse side for any comments.

January 5, 2007



**RHODE ISLAND
COLLEGE**

Feinstein School of Education
and Human Development
Teacher Education

It is my pleasure to inform you that the Department of Health and Physical Education and the Dean's office have approved your application for admission into the Teacher Education Program in Health Education 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 for either grades k-6 (0522) or grades 7-12 (0524) 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. Only a paper based test administration is available. Please consult the Educational Testing Service website (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. Please consult with your advisor, Dr. Betty Rauhe, at your earliest convenience to plan your course of study.

Welcome to the process of becoming a teacher.

Sincerely,

A handwritten signature in cursive script, appearing to read "Richard L. Dickson".

Richard L. Dickson, Ph.D.
Associate Dean for Teacher Education

RLD/mdg

c: Health and Physical Education Department Files

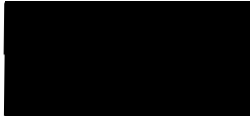
PLEASE TAKE THIS LETTER TO THE FIRST DAY OF HED 300

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:



Address:

Student ID: 0346012

Phone:



Program: Health Education - (Undergraduate Student)

Betty Rauhe
Name of Advisor

01/05/2007
Date

A handwritten signature in cursive script, appearing to read "Richard L. Kleiman".
Signature of Associate Dean



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT TEACHER EDUCATION PROGRAM APPLICATION FORM

Name: [Redacted] Student I.D. #: 0346012 Date: 1/2/07

College Address: [Redacted] Perm [Redacted]
Street # [Redacted] Street [Redacted] Apt # [Redacted] Street # [Redacted] [Redacted]
City [Redacted] State [Redacted] Zip [Redacted] City [Redacted] [Redacted]
E-Mail [Redacted] Telephone # [Redacted] E-Mail [Redacted] Telephone # [Redacted]

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: 1/30/86

Degree: Undergrad 2nd Degree Estimated Date of Graduation: 2009

Teacher Education Program: ~~Physical Education~~ / Health Major/Concentration: ~~PE~~ Health Ed

Special Education? _____ Middle School Endorsement? _____
Please Specify Area of Specialization Please Specify Content Area

PPST Scores: Reading: 179 9/9/06 Writing: 174 9/9/06 Mathematics: 179 9/9/06
Score Date Taken Score Date Taken Score Date Taken

Transcripts: RIC 1/3/07 Other _____ Other _____
Date Name of College/University Date Name of College/University Date

Admission to RIC: 4/8/04 # of Credits Completed: 70 GPA: 2.83 FNED 346: B
Date Grade

of Credits in Major Completed: 17 Major GPA: ~~2.83~~ N/A

Completion of RIC Writing Requirement: 9/11/04 Completion of RIC Math Requirement: 5/11/09
Date Date

Reference Forms
Faculty: Carol August 4/26/06 Supervisor: Jane O'Connell 05/09/06
Name (Please Print) Date Name (Please Print) Date

Career Commitment Essay and Scoring Rubric: 10/14/06, 3 Technology Competency: 12/06 INST 251 (B)
Date Score Date

DEPARTMENT RECOMMENDATION

Admit Denied

ADVISOR: Betty Rauche

Please describe conditions/reasons:

Betty Rauche 01/04/07
Signature of Admissions Committee Member Date
Richard A. Liebman 1/4/07
Signature of Department Chair Date
Richard A. Liebman 1/5/07
Signature of Associate Dean Date

HED 102 A- PED 24B
HED 202 B PED 140 B-

Report Results

Return

Rhode Island College

Rhode Island College

Identifying Code: RICOL

Name : ██████████

Student ID: 0346012

SSN : ██████████

Address : ██████████ i

United States

Print Date : 2007-01-03

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

Program : Ugrad Degree General College

2004-04-08 : Active in Program

2004-04-08 : Undergraduate Undeclared Major

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

Fall 2004

ANTH	162	Non-Western Worlds:	4.00	4.00 C-	6.680
------	-----	---------------------	------	---------	-------

Course Topic(s): Encounter "Other" New Guinea"

ECON	200	Introduction to Economics	3.00	3.00 C+	6.990
------	-----	---------------------------	------	---------	-------

SOC	202	The Family	3.00	3.00 A-	11.010
-----	-----	------------	------	---------	--------

WRTG	100	Introd To Academic Writing	4.00	4.00 A-	14.680
------	-----	----------------------------	------	---------	--------

TERM GPA :	2.811	TERM TOTALS :	14.00	14.00	39.360
------------	-------	---------------	-------	-------	--------

CUM GPA :	2.811	CUM TOTALS :	14.00	14.00	39.360
-----------	-------	--------------	-------	-------	--------

Spring 2005

ACCT	201	Prin of Acctg I: Financial	3.00	3.00 C+	6.990
------	-----	----------------------------	------	---------	-------

COMM	241	Introd To Film And Video	3.00	3.00 B-	8.010
------	-----	--------------------------	------	---------	-------

HIST	161	Western History	4.00	4.00 B+	13.320
------	-----	-----------------	------	---------	--------

MATH	139	Contemporary Topics in Math	3.00	3.00 C	6.000
------	-----	-----------------------------	------	--------	-------

TERM GPA :	2.640	TERM TOTALS :	13.00	13.00	34.320
------------	-------	---------------	-------	-------	--------

CUM GPA :	2.729	CUM TOTALS :	27.00	27.00	73.680
-----------	-------	--------------	-------	-------	--------

Fall 2005

BIOL	108	Basic Principles of Biology	4.00	4.00 C	8.000
------	-----	-----------------------------	------	--------	-------

CEP	215	Educational Psychology	4.00	4.00 A-	14.680
-----	-----	------------------------	------	---------	--------

ENGL	161	Western Literature	4.00	4.00 B-	10.680
------	-----	--------------------	------	---------	--------

HED	102	Personal Health	3.00	3.00 A-	11.010
-----	-----	-----------------	------	---------	--------

TERM GPA : 2.958 TERM TOTALS : 15.00 15.00 44.370
 CUM GPA : 2.811 CUM TOTALS : 42.00 42.00 118.050

Spring 2006

FNED 346 Schooling in a Democratic Soc 4.00 4.00 B 12.000
 HED 202 Principles of Health Education 3.00 3.00 B 9.000
 HED 233 Social Perspectives on Health 3.00 3.00 B 9.000
 PHIL 263 God(s) 4.00 4.00 B 12.000
 TERM GPA : 3.000 TERM TOTALS : 14.00 14.00 42.000

CUM GPA : 2.858 CUM TOTALS : 56.00 56.00 160.050

Fall 2006

HED 221 Nutrition 3.00 3.00 A- 11.010
 INST 251 Intro To Emerging Technologies 3.00 3.00 B 9.000
 PED 140 Intro to Movement Sciences 3.00 3.00 B- 8.010
 PED 205 Condition Person Fitness 2.00 2.00 B+ 6.660
 PSYC 110 Introduction to Psychology 3.00 3.00 D+ 3.990
 TERM GPA : 2.762 TERM TOTALS : 14.00 14.00 38.670

CUM GPA : 2.839 CUM TOTALS : 70.00 70.00 198.720

Spring 2007

PED 132 Beginning Activity-Gymnastics 2.00
 SPED 300 Intro Ed of Exceptional Chld 4.00
 TERM GPA : 0.000 TERM TOTALS : 0.00 0.00 0.000

CUM GPA : 2.839 CUM TOTALS : 70.00 70.00 198.720

Undergraduate Career Totals

CUM GPA : 2.839 CUM TOTALS : 70.00 70.00 198.720

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

- 2004-05-07 College Mathematics Requirement
- 2004-05-07 SAT Test Taken - Completed
- 2004-09-11 College Writing Requirement
- 2004-09-11 Course Taken - Completed

Return



THE PRAXIS S E R I E S™

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

EXAMINEE SCORE REPORT

BACKGROUND INFORMATION

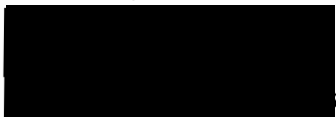
Examinee's Name: [REDACTED]
 Candidate ID Number: 04013874 Social Security Number: [REDACTED] Sex: M Date of Birth: 01/30/1986

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: RHODE ISLAND COLLEGE
 Undergraduate Major: PHYSICAL EDUCATION
 Graduate Major: (I)
 Educational Level: JUNIOR (THIRD YEAR)
 GPA: 2.5 - 2.99

SCORE RECIPIENT(S) REQUESTED

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



CURRENT TEST DATE: 09/09/2006

Test Code	Test Name	Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration			
					R3724	R8077		
5710	C-PPST: READING	179	150 - 190	175 - 182	Y	N		
5720	C-PPST: WRITING	174	150 - 190	173 - 177	Y	N		
5730	C-PPST: MATHEMATICS	179	150 - 190	175 - 183	Y	N		

Refer to enclosed interpretive leaflet for additional information.

HIGHEST SCORE AS OF 09/18/2006

Test Date	Test Code	Test Name	Your Highest Score	Possible Score Range	Score Recipient Code(s)			
					R3724	R8077		
09/09/2006	5710	C-PPST: READING	179	150 - 190	Y	N		
09/09/2006	5720	C-PPST: WRITING	174	150 - 190	Y	N		
09/09/2006	5730	C-PPST: MATHEMATICS	179	150 - 190	Y	N		

Scores will be available for reporting for ten years.

- MESSAGE CODES**
- I INFORMATION NOT PROVIDED OR INCORRECTLY GRIDDED.
 - A SCORE AUTOMATICALLY REPORTED TO STATE LICENSING AGENCY.
 - Y SCORE REPORTED TO RECIPIENT LISTED.
 - N TEST NOT REQUIRED BY DI. SCORE NOT REPORTED.

** 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.

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 09/18/2006

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
09/09/2006	5710	C-PPST: READING	179				
09/09/2006	5720	C-PPST: WRITING	174				
09/09/2006	5730	C-PPST: MATHEMATICS	179				

8077 RHODE ISLAND STATE DEPT EDUC				+			
Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	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.

+ PASSED/NOT PASSED INFORMATION NOT PROVIDED BECAUSE TEST(S) TAKEN IS/ARE NOT USED BY THIS AGENCY.

DETAILED INFORMATION FOR 09/09/2006 TEST DATE			
Test Category	Raw Points Earned†	Raw Points Available	Average Performance Range‡
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: READING			
I. CRITICAL AND INFERENTIAL COMPREHENSION	12	17	9 - 14
II. LITERAL COMPREHENSION	19	23	15 - 21
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING			
I. GRAMMATICAL RELATIONSHIPS	4	8	5 - 7
II. STRUCTURAL RELATIONSHIPS	13	18	8 - 14
III. IDIOM AND WORD CHOICE; MECHANICS; NO ERROR	7	12	6 - 9
IV. ESSAY	8	12	N/C
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS			
I. CONCEPTUAL KNOWLEDGE AND PROCEDURAL KNOWLEDGE	12	18	9 - 15
II. REPRESENTATIONS OF QUANTITATIVE INFORMATION	9	12	6 - 10
III. MEASUREMENT AND INFORMAL GEOMETRY, FORMAL MATHEMATICAL REASONING	8	10	5 - 9

† For categories containing multiple-choice items, Raw Points Earned are the number of questions answered correctly. For categories containing constructed response items or essays, the Raw Points Earned are the sum of the weighted ratings awarded.

‡ The range of scores earned by the middle 50% of a group of examinees who took this form of the test at the most recent national administration or other comparable time period. N/C 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.