



REACH
INSPIRE
CONNECT

SAMPLE OF CANDIDATE WORK

ADMISSION PORTFOLIO

STUDENT ID 0343032



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

TEACHER EDUCATION PROGRAM APPLICATION FORM

Name: _____ Student I.D. #: 0343038 Date: 9-25-08

Current Address:				Permanent Address:			
Street		Apt. #		Street #		Apt. #	
City		State		City		State	
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: 9/1/2011

Teacher Education Program: Secondary Education Major/Concentration: History

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

PPST Scores: Reading: 174 4-11-08 Writing: 175 4-11-08 Mathematics: 184 4-11-08
Score Date Taken Score Date Taken Score Date Taken

Transcripts: RIC 9-11-05 Other _____ Other _____
Date Name of College/University Date Name of College/University Date

Admission to RIC: Fall 04 # of Credits Completed: 72 GPA: 3.35 FNED 346: A
Date Grade

Completion of RIC Writing Requirement: 9-11-04 Completion of RIC Math Requirement: 5-29-03
Date Date

Reference Forms
 Faculty: Dr. Ozcan F-11-07 Supervisor: Ms. Ferrazza Fall 07
Name (Please Print) Date Name (Please Print) Date

Career Commitment Essay and Scoring Rubric: 3-1-05 Technology Competency: 9-16-08
Date Date

Program Specific Requirement: _____

DEPARTMENT RECOMMENDATION
 Admit Denied
 Please describe conditions/reasons: _____

ADVISOR: [Signature]

Signature of Admissions Committee Member: [Signature] Date: 9/17/08
 Signature of Department Chair: _____ Date: _____
 Signature of Associate Dean: [Signature] Date: 10/10/08
 e: Admission Portfolio Application.doc Date: 10/6/2005

October 10, 2008



**RHODE ISLAND
COLLEGE**

0343038

Feinstein School of Education
and Human Development
Undergraduate Studies

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/History 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) 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 history courses and social science courses a 2.75 GPA is required. Please consult with your advisor, Dr. Karl Benziger, 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: Educational Studies Department Files
c: Dr. Karl Benziger

PLEASE TAKE THIS LETTER TO THE FIRST DAY OF SED 406

Providence, RI 02908-1991
(401) 456-8822
FAX: (401) 456-8590
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: _____

Student ID: 0543038

Address: _____

Ph: _____

Program: Secondary Education - (Undergraduate Student)

Major: History

Adel
MLED
per DENISKA
= Student

Karl Benziger

Name of Advisor

10/10/2008

Date

Karl Benziger
Signature of Associate Dean



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

Name:

Student ID: 0343038

Address:

Phon

Program: Secondary Education - (Undergraduate Student)

Major: History

Middle School Endorsement: Social Studies

Karl Benziger
Name of Advisor

04/06/2010
Date

K. S. Clark
Signature of Associate Dean

My Grades

0343038

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

Rhode Island College
 Rhode Island College
 Identifying Code: RICOL
 Name : []
 Student ID: 0343038
 SSN :
 Address :

Print Date : 2008-09-17

- - - - - Academic Program History

- - - - -
 Program : Ugrad Degree General College
 2004-04-30 : Active in Program
 2004-04-30 : SE Social Science-IM Major
 2006-10-27 : Active in Program
 2006-10-27 : SE History-IM Major

- - - - - Beginning of Undergraduate

Record - - - - -

Fall 2004

ANTH	101	Intro To Cultural Anthropology	
3.00	3.00 C-	5.010	
HIST	161	Western History	
4.00	4.00 C-	6.680	
MATH	139	Contemporary Topics in Math	
3.00	3.00 B+	9.990	
WRITG	100	Introd To Academic Writing	
4.00	4.00 C+	9.320	
	TERM GPA :	2.214	TERM TOTALS :
14.00	14.00	31.000	
	CUM GPA :	2.214	CUM TOTALS :
14.00	14.00	31.000	

Summer 2005

Grate

ECON	200	Introduction to Economics	
3.00	3.00 C-	5.010	
ENGL	161	Western Literature	
4.00	4.00 B-	10.680	
	TERM GPA :	2.241	TERM TOTALS :
7.00	7.00	15.690	
	CUM GPA :	2.223	CUM TOTALS :
21.00	21.00	46.690	

Fall 2006

AFAM	162	Non-Western Worlds:	
4.00	4.00 B	12.000	
	Course Topic(s):	West Africa	
BIOL	109	Fund Concepts Of Biology	

4.00	4.00 C-	6.680	
CSCI	101	Introduction to Computers	
3.00	3.00 B	9.000	
SOC	207	Crime & Criminal Justice	
3.00	3.00 A	12.000	
	TERM GPA :	2.834	TERM TOTALS :
14.00	14.00	39.680	
	CUM GPA :	2.468	CUM TOTALS :
35.00	35.00	86.370	

Spring 2007

ANTH	262	Indigenous Rights&Globl Environ	
4.00	4.00 B-	10.680	
HIST	200	Nature of Historical Inquiry	
4.00	4.00 B	12.000	
HIST	201	United States History to 1877	
3.00	3.00 B	9.000	
POL	202	American Government	
3.00	3.00 B+	9.990	
	TERM GPA :	2.976	TERM TOTALS :
14.00	14.00	41.670	
	CUM GPA :	2.613	CUM TOTALS :
49.00	49.00	128.040	

Fall 2007

ECON	214	Principles of Microeconomics	
3.00	3.00 B+	9.990	
FNED	316	Schooling in a Democratic Soc	
4.00	4.00 A	16.000	
GEOG	101	Introduction to Geography	
3.00	3.00 B+	9.990	
HIST	202	U.S. History 1877-Present	
3.00	3.00 B+	9.990	
	TERM GPA :	3.536	TERM TOTALS :
13.00	13.00	45.970	
	CUM GPA :	2.807	CUM TOTALS :
62.00	62.00	174.010	
		Dean's List	

Spring 2008

COMM	241	Introd To Film And Video	
3.00	3.00 A-	11.010	
ECON	215	Principles Of Macroeconomics	
3.00	3.00 C+	6.990	
HIST	204	Global History Since 1500	
4.00	4.00 B+	13.320	
HIST	325	America Since 1945	
3.00	3.00 W		
	TERM GPA :	3.132	TERM TOTALS :
13.00	10.00	31.320	

75.00 CUM GPA : 2.852 CUM TOTALS :
72.00 205.330

Summer 2008

INST 100 FSEHD Tech Competency Test
0.00 TERM GPA : 0.000 TERM TOTALS :
0.00 0.000

75.00 CUM GPA : 2.852 CUM TOTALS :
72.00 205.330

Fall 2008

GEOG 400 Regional Geography
3.00
HIST 347 For Relat East Asia Mod Times
3.00
HIST 353 Modern Latin America
3.00
POL 208 Intro to the Law
3.00
0.00 TERM GPA : 0.000 TERM TOTALS :
0.00 0.000

75.00 CUM GPA : 2.852 CUM TOTALS :
72.00 205.330

Undergraduate Career Totals

75.00 CUM GPA : 2.852 CUM TOTALS :
72.00 205.330

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

- - - - -

2003-05-29 College Mathematics Requirement

Milestone Status: Completed

2003-05-29 SAT Test Taken - Completed

2004-09-11 College Writing Requirement

Milestone Status: Completed

2004-09-11 Course Taken - Completed

1

0343038

Report Manager

Rhode Island College

Rhode Island College

Identifying Code: RICOI.

Name :

Student ID: 0343038

SSN :

Print Date : 2008-09-30

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

Program : Ugrad Degree General College
 2004-03-02 : SE Social Science-IM Major
 2006-10-27 : SE History-IM Major

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

Fall 2004

ANTH	101	Intro To Cultural Anthropology	3.00	3.00	C-	5.010
HIST	161	Western History	4.00	4.00	C-	6.680
MATH	139	Contemporary Topics in Math	3.00	3.00	B+	9.990
WRITG	100	Introd To Academic Writing	4.00	4.00	C+	9.320
TERM GPA :	2.214	TERM TOTALS :	14.00	14.00		31.000

CUM GPA :	2.214	CUM TOTALS :	14.00	14.00		31.000
-----------	-------	--------------	-------	-------	--	--------

Summer 2005

ECON	200	Introduction to Economics	3.00	3.00	C-	5.010
ENGL	161	Western Literature	4.00	4.00	B-	10.680
TERM GPA :	2.241	TERM TOTALS :	7.00	7.00		15.690

CUM GPA :	2.223	CUM TOTALS :	21.00	21.00		46.690
-----------	-------	--------------	-------	-------	--	--------

Fall 2006

AFAM	162	Non-Western Worlds:	4.00	4.00	B	12.000
Course Topic(s): West Africa						
BIOL	109	Fund Concepts Of Biology	4.00	4.00	C-	6.680
CSCI	101	Introduction to Computers	3.00	3.00	B	9.000
SOC	207	Crime & Criminal Justice	3.00	3.00	A	12.000
TERM GPA :	2.934	TERM TOTALS :	14.00	14.00		39.680

CUM GPA :	2.468	CUM TOTALS :	35.00	35.00		86.370
-----------	-------	--------------	-------	-------	--	--------

Spring 2007

ANTH	262	Indigenous Rights&Globa Environ	4.00	4.00	B-	10.680
HIST	200	Nature of Historical Inquiry	4.00	4.00	B	12.000
HIST	201	United States History to 1877	3.00	3.00	B	9.000
POL	202	American Government	3.00	3.00	B+	9.990
TERM GPA :		2.976	TERM TOTALS :	14.00	14.00	41.670
CUM GPA :		2.613	CUM TOTALS :	49.00	49.00	128.040

Fall 2007

ECON	214	Principles of Microeconomics	3.00	3.00	B+	9.990
FNED	346	Schooling in a Democratic Soc	4.00	4.00	A	16.000
GEOG	101	Introduction to Geography	3.00	3.00	B+	9.990
HIST	202	U.S.History 1677-Present	3.00	3.00	B+	9.990
TERM GPA :		3.536	TERM TOTALS :	13.00	13.00	45.970
CUM GPA :		2.807	CUM TOTALS :	62.00	62.00	174.010

Dean's List

Spring 2008

COMM	241	Introd To Film And Video	3.00	3.00	A-	11.010
ECON	215	Principles Of Macroeconomics	3.00	3.00	C+	8.990
HIST	204	Global History Since 1500	4.00	4.00	B+	13.320
HIST	325	America Since 1945	3.00	3.00	B	9.990
TERM GPA :		3.132	TERM TOTALS :	13.00	10.00	31.320
CUM GPA :		2.852	CUM TOTALS :	75.00	72.00	265.330

Summer 2008

INST	100	ES&HD Tech Competency Test				
TERM GPA :		0.000	TERM TOTALS :	0.00	0.00	0.000
CUM GPA :		2.852	CUM TOTALS :	75.00	72.00	265.330

Fall 2008

GEOG	409	Regional Geography	3.00			
HIST	347	For Relat East Asia Mod Times	3.00			
HIST	353	Modern Latin America	3.00			
POL	208	Intro to the Law	3.00			
TERM GPA :		0.000	TERM TOTALS :	0.00	0.00	0.000

CUM GPA : 2.852 CUM TOTALS : 75.00 72.00 205.330

Undergraduate Career Totals

CUM GPA : 2.852 CUM TOTALS : 75.00 72.00 205.330

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

2003-05-29 College Mathematics Requirement


Milestone Status: Completed


2003-05-29 SAT Test Taken - Completed


2004-09-11 College Writing Requirement

Milestone Status: Completed


2004-09-11 Course Taken - Completed

 Save

 Return to Search

 Notify

 Add

 Update

[Request Header](#) | [Request Detail](#) | [Report Results](#) | [Report Errors](#)



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: _____ ID #: 0343038 Telephone: _____

Teacher Preparation Program: Secondary Education Major/Concentration: History

Name of Evaluator: Alissa Ferrazza Position of Evaluator: Gr. 3 Teacher

Professional Address of Evaluator: 674 Prairie Ave. Prov. RI 02907

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: Alissa Ferrazza Date: 11/13/07

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.

... did a fantastic job. The students responded positively!



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: _____ ID #: 0343038 Telephone #: _____

Teacher Preparation Program: FNED 346 Major/Concentration: Secondary Education/History

Name of Evaluator: Dr. Ozlen Position of Evaluator: FNED Professor

Professional Address of Evaluator: HBS #207

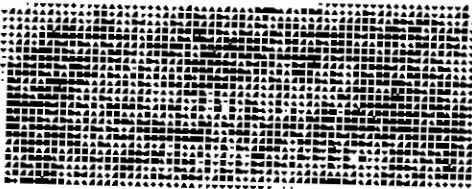
This section is to be filled out by the evaluator.

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: Michael Ozlen Date: 12/17/07

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.



0343038

92

STUDENT = 92

	Mean
FINAL ESSAY SCORE	3.0000

a STUDENT = 92

mdg
3/1/08

CAREER COMMITMENT ESSAY

I am applying to Feinstein School of Education to enhance my knowledge in the field of education. As a Secondary Education History major, I plan to use the knowledge I retain from the Feinstein School to help transmit my love of history to my students. Through my efforts I plan to educate my students on the history of the world they live in, and show them how it relates to them today. As an educator I will not just relay information to students, but will allow students to form their own ideas and opinions on the topics through discussion. Allowing the students to think for themselves will generate the brain activity that typically lies dormant while a teacher simply preaches to a class. I realize like a student, an educator never stops learning throughout their tenure. Furthermore, as an educator I would work to the best of my ability in order to get students motivated in their schoolwork.

It is imperative that while working with today's society I have a broad understanding of the individual and cultural diversity that is prevalent in the world today. Regardless of the school system I be placed, I will be working with and educating people of diverse ethnicities. Working with the VIPS program as a tutor at The Sergeant Cornell Young Jr. Elementary school in Providence, I was fortunate enough to work with many students of different races and ethnicities. The school houses a large Hispanic population, and I can honestly say as a white American it was the first time I was the minority in a classroom. This experience of working with children of diversified cultures broadened my outlook on diversity, and allowed me the opportunity to get accustomed to educating diverse students. Being open and willing to educate and understand diverse students is a tool that will allow me to have success as an educator in the world we live in today.

With all the pressure that society puts on education in today's technologically advanced world, it is imperative that every student no matter their race, culture, or economic background have the potential to learn. In order to become a successful teacher, one must comprehend this potential and never discredit a child for the reasons I have previously mentioned. During the latter part of my high school career I found a family member of mine to be struggling with his schoolwork. Only a year younger than me his parents were having some financial trouble and forced my cousin to work extra hours throughout the week to help the family's situation. Ultimately, this forced him to miss ample amounts of time from school and his grades began to deteriorate. Upon realizing this I offered my tutoring services to him and his grades responded by rising a full letter grade. I enjoyed helping him and although he was a close family member, I would and still am willing to assist anyone of my peers regardless of our relationship. As an educator I would believe that every child despite their race, ethnicity, or economic background is entitled to a beneficial education that will allow them the opportunity for a greater education.

As a Secondary Education major I find professional collaboration to be crucial in order to become a successful teacher. High school students have multiple teachers and if I am able to discuss a student's scholarly tribulations with that student's teacher in another subject, it will allow us to work together to find a way to better communicate our lessons to that student and others. This is only one example of many that would not only benefit the educator, but would greatly benefit the students. As a student I always find it beneficial to work in groups as it allows everyone in the group to offer insight and opinions to the project. For students and teachers collaboration plays a vital role in the success of not only yourself but the people around you.

As colleagues learn from each other, it is vital that teachers learn from their students as well. A teacher must be committed to becoming a lifelong learner. As a history teacher I will be able to see history being made around the world simply by watching the news and reading newspapers, and will then communicate that information to my students. It is impossible for an educator to retain all of the information they have learned throughout their academic lives, so it is imperative that they be open to learn and relearn material on different subjects. As an educator I would try to incorporate not only old information I have learned, but new information into my lesson plans as well. I believe this is the only way the students will receive the best education possible.

The main area of education that I seem to be lacking in at this time is that of individual and cultural diversity. Although I have had some experience working with students of varying racial and ethnical backgrounds with the VIPS program, I realize that it was only minimal exposure. In order to fully grasp the ideology of working with diverse people I will need to do several things. First, I will have to become more familiar with the main languages of the diverse people I will be working with. Second, I must try to befriend some diverse people and learn more about their culture so I will be able to relate my findings into the classroom. Lastly, in order to fully understand the diverse societies around the world I must be open to their customs. Some examples of this would be by trying some of their foods, visiting their social events, and if I am lucky enough, traveling around the world to become familiar with their birthplaces. I feel by completing these three aspects is the only way I will be able to fully understand their cultures. Overall, allowing myself to be more culturally diverse would allow me to be the most efficient teacher I can be.



THE PRAXIS SERIES™

R 3724

0343038

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

DESIGNATED INSTITUTION SCORE REPORT

BACKGROUND INFORMATION

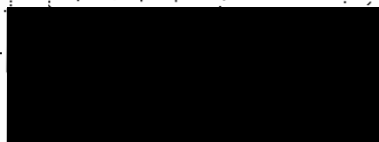
Examinee's Name:			
Candidate ID Number:	04515094	Social Security Number:	
		Sex:	M
		Date of Birth:	

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received:	RHODE ISLAND COLLEGE
Undergraduate Major:	SOCIAL STUDIES EDUCATION
Graduate Major:	UNDECIDED
Educational Level:	SENIOR (FOURTH YEAR)
GPA:	3.0 - 3.49

SCORE RECIPIENT INFORMATION

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE



CURRENT TEST DATE: 04/11/2008		Examinee's Score	Possible Score Range
Test Code	Test Name		
5710	C-PPST: READING	178	150 - 190
5720	C-PPST: WRITING	175	150 - 190
5730	C-PPST: MATHEMATICS	184	150 - 190

HIGHEST SCORE AS OF: 04/11/2008				
Test Date	Test Code	Test Name	Examinee's Highest Score	Possible Score Range
04/11/2008	5710	C-PPST: READING	178	150 - 190
04/11/2008	5720	C-PPST: WRITING	175	150 - 190
04/11/2008	5730	C-PPST: MATHEMATICS	184	150 - 190

MESSAGE CODES

R 3724



PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 04/19/2008

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
04/11/2008	5710	C-PPST: READING	178				
04/11/2008	5720	C-PPST: WRITING	175				
04/11/2008	5730	C-PPST: MATHEMATICS	184				

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 08/11/2008 TEST DATE			
Test Category *	Raw Points Earned	Raw Points Available	Average Performance Range **
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: READING			
I. CRITICAL AND INFERENTIAL COMPREHENSION	17	22	11 - 18
II. LITERAL COMPREHENSION	14	18	10 - 15
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING			
I. GRAMMATICAL RELATIONSHIPS	10	14	7 - 10
II. STRUCTURAL RELATIONSHIPS	13	14	6 - 10
III. WORD CHOICES AND MECHANICS	4	10	4 - 7
IV. ESSAY	6	12	6 - 8
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS			
I. NUMBER AND OPERATIONS	10	13	5 - 8
II. ALGEBRA	7	8	5 - 7
III. GEOMETRY AND MEASUREMENT	8	9	4 - 6
IV. DATA ANALYSIS AND PROBABILITY	10	10	7 - 9

* 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 68% 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 rater. N/A indicates that the test section was not taken and, therefore, the information is not applicable.