



REACH
INSPIRE
CONNECT

SAMPLE OF CANDIDATE WORK

ADMISSION PORTFOLIO

STUDENT ID 0352393



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Rev 12/07

TEACHER EDUCATION PROGRAM APPLICATION FORM

To be completed by applicant:

Name: _____ Student I.D. #: 0352343 Date: 9/24/08
 Permanent Address: _____ 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: 12/27/88

Degree: Undergrad 2nd Degree Estimated Date of Graduation: 5/20/10

Teacher Education Program: Secondary Education History Major/Concentration: History

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

To be completed by Admissions Committee:

PPST Scores: Reading: 179 12/13/08 Writing: 176 12/13/08 Mathematics: 180 12/13/08
 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: 2/24 # of Credits Completed: 90 GPA: 3.51 FNED 346: 1
 Date Grade

of Credits in Major Completed: 13 Major GPA: 3.2

Completion of RIC Writing Requirement: 2/20/06 Completion of RIC Math Requirement: 1/31/07
 Date Date

Reference Forms
 Faculty: Ellen Bigler 12/15 Supervisor: Linda Calopietro 12/15
 Name (Please Print) Date Name (Please Print) Date

Career Commitment Essay and Scoring Rubric: 10/7/08 3 Technology Competency: 10/14
 Date Score Date

Program Specific Requirements: _____

DEPARTMENT RECOMMENDATION:
 Admit Denied Deferred
 Please describe conditions/reasons: _____

ADVISOR: [Signature]

Signature of Admissions Committee Member _____ Date 11/4/09
 Signature of Department Chair _____ Signature of Associate Dean _____ Date 1-15-09

January 15, 2009



**RHODE ISLAND
COLLEGE**

0352393

Feinstein School of Education
and Human Development
Teacher Education

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.

The Feinstein School of Education and Human Development will provide you with important information (using your RIC email address) while you pursue your education degree. Please use your RIC email for all correspondence at Rhode Island College. It will also be 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. Karl Benziger

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:

Student ID: 0352393

Address:

Phone:

Program: Secondary Education - (Undergraduate Student)

Major: History

Karl Benziger
Name of Advisor

01/15/2009
Date

Xa S. Am...
Signature of Associate Dean

0352393	IN	Report Manager
Rhode Island College		
Rhode Island College		
Identifying Code: RICOL		
Name	:	I
Student ID:		0352393
SSN	:	-
Print Date	:	2009-01-12
- - - - - Academic Program History - - - - -		
Program	:	Non-Degree Undergraduate
		2004-08-30 : Visiting High School Student Major
Program	:	Ugrad Degree Arts & Sciences
		2006-02-27 : History-BA Major
Program	:	Ugrad Degree General College
		2006-09-25 : Health Education-IM Major
		2007-11-05 : SE History-IM Major
- - - - - Beginning of Undergraduate Record - - - - -		
Fall 2004		
PORT	113E	Intermediate Portuguese 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 : 3.00 3.00 12.000
Fall 2006		
PHIL	165	The Heritage of Asian Phil 4.00 4.00 A 16.000
PHIL	230	Aesthetics 3.00 3.00 A 12.000
PSYC	110	Introduction to Psychology 3.00 3.00 A- 11.010
SOC	207	Crime & Criminal Justice 3.00 3.00 B 9.000
WRTG	100	Introd To Academic Writing 4.00 4.00 A 16.000
TERM GPA :	3.765	TERM TOTALS : 17.00 17.00 64.010
CUM GPA :	3.801	CUM TOTALS : 20.00 20.00 76.010
Dean's List		
Spring 2007		
BIOL	108	Basic Principles of Biology 4.00 4.00 B- 10.680
ENGL	161	Western Literature 4.00 4.00 C+ 9.320
HIST	161	Western History 4.00 4.00 B 12.000

MATH	139	Contemporary Topics in Math	3.00	3.00	A-	11.010
PED	243	Foundations of Movement	3.00	0.00	W	
	TERM GPA :	2.867	TERM TOTALS :	18.00	15.00	43.010
	CUM GPA :	3.401	CUM TOTALS :	38.00	35.00	119.020

Fall 2007

ANTH	102	Introduction to Archaeology	3.00	3.00	A-	11.010
ANTH	103	Intro to Biological Anthro	3.00	3.00	A	12.000
ANTH	162	Non-Western Worlds:	4.00	4.00	A	16.000

Course Topic(s): Ancient Nile

HIST	201	United States History to 1877	3.00	3.00	B	9.000
HIST	263	Christianity in Global Perspct	4.00	4.00	B+	13.320
	TERM GPA :	3.608	TERM TOTALS :	17.00	17.00	61.330
	CUM GPA :	3.468	CUM TOTALS :	55.00	52.00	180.350

Dean's List

Spring 2008

ANTH	101	Intro To Cultural Anthropology	3.00	3.00	A	12.000
ECON	214	Principles of Microeconomics	3.00	3.00	B	9.000
GEOG	101	Introduction to Geography	3.00	3.00	A	12.000
HIST	202	U.S.History 1877-Present	3.00	3.00	A-	11.010
HIST	204	Global History Since 1500	4.00	4.00	A-	14.680
	TERM GPA :	3.668	TERM TOTALS :	16.00	16.00	58.690

	CUM GPA :	3.515	CUM TOTALS :	71.00	68.00	239.040
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Dean's List

Summer 2008

POL	202	American Government	3.00	3.00	B+	9.990
ANTH	104	Introd To Anthro Linguistics	3.00	3.00	A	12.000
GEOG	400	Regional Geography	3.00	3.00	A	12.000
	TERM GPA :	3.777	TERM TOTALS :	9.00	9.00	33.990

	CUM GPA :	3.546	CUM TOTALS :	80.00	77.00	273.030
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Fall 2008

ECON	215	Principles Of Macroeconomics	3.00	3.00	B+	9.990
FNED	346	Schooling in a Democratic Soc	4.00	4.00	A	16.000
HIST	200	Nature of Historical Inquiry	4.00	0.00	I	

HIST	300	History of Greece	3.00	3.00	A	12.000
INST	100	FSEHD Tech Competency Test		0.00	S	
TERM GPA :		3.799	TERM TOTALS :		10.00	37.990
CUM GPA :		3.575	CUM TOTALS :		90.00	311.020

Spring 2009

CEP	315	Educational Psychology	4.00			
HIST	322	Era of Amer Expansion&Civ War	3.00			
HIST	331	Rhode Island History	3.00			
POL	208	Intro to the Law	3.00			
TERM GPA :		0.000	TERM TOTALS :		0.00	0.000
CUM GPA :		3.575	CUM TOTALS :		90.00	311.020

Undergraduate Career Totals

CUM GPA :		3.575	CUM TOTALS :		90.00	311.020
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- - - - - Non-Course Milestones - - - - -

2007-01-31 College Mathematics Requirement

Milestone Status: Completed

2007-01-31 Exam Taken - Completed

2006-09-20 College Writing Requirement

Milestone Status: Completed

2006-09-20 Course Taken - Completed

13
12
19.6
11
9
46



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DISPOSITION REFERENCE FORM

FNED 346 Service Learning Supervisor (Confidential)

Name of Applicant: _____	Student ID #: <u>0357393</u>	Telephone #: _____
Teacher Preparation Program: <u>Secondary Education</u>	Major/Concentration: <u>History</u>	
Name of Evaluator: <u>Linda Calapietro</u>	Position of Evaluator: <u>4th Grade Teacher</u>	
<u>R.F. Kennedy</u>	<u>195 Nelson St.</u>	<u>Providence</u>
School Name	Street	City
		<u>02908</u>
		Zip

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: Linda Calapietro

Date: 12/12/08

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.

worked with fourth graders on spelling, grammar and writing. The students enjoyed working with him and he helped them a lot with revising and editing writing.



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 #: 0352393 Telephone #: _____
 Teacher Preparation Program: Secondary Education Major/Concentration: History
 Name of Evaluator: Ellen Pfeiffer Position of Evaluator: Professor
 Professional Address of Evaluator: RI College

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: Ellen Pfeiffer Date: 1/22/08

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.

is passionate about bringing a multicultural perspective to the classroom.

102

0352393

Self-Commitment Essay

STUDENT = 102

	Mean
FINAL ESSAY SCORE	3.0000

a. STUDENT = 102

mdg
20-14-08

Throughout my personal experience as a student in secondary education there were many instructors along the way available to assist me with my educational needs. Moreover, many of these individuals, especially in the History Department, had a positive influence in instructing and supporting me both inside and outside the classroom walls. Reflecting on these experiences, there would be no greater opportunity to give back to those who helped me than to enroll in the secondary education history program and in the near future to become an educator. Without the positive influence from these educators, a different career path other than teaching would have most likely fixed my attention.

While growing up in a predominately Portuguese household, the traditions within my culture were often practiced and celebrated proudly. With overexposure to an atmosphere of this caliber I learned the importance of my culture and also provided me with a respect for other individuals and their respective cultures. It is important for individuals and students in particular to retain aspects of their own culture within this interconnecting world. The cultural diversity is a benefit to any classroom for it allows others to see the world from a different perspective and in doing so reinforces one's own individualistic and cultural diversity.

In order to attend college I have been working as a customer service representative for the past two years in Shaw's supermarkets. Conversing with customers routinely has offered me the opportunity to learn and apply important qualities and skills, including communication, organization, and using criticisms usefully in my everyday life. As a future educator it is essential for teachers to be able to communicate and collaborate effectively with not only one but many social groups. In addition, working well and being trusting and trustworthy with colleagues and students are qualities that I feel an individual must have in order to be an effective teacher.

The opportunity afforded to me to participate in the Volunteers In Providence Schools program has made clear that all students regardless of their socio-economic background have the potential to learn and change the world. Although I attended a predominantly white suburban school as a young child, the experience of observing children of mixed racial and ethnic backgrounds learning and applying newly acquired skills demonstrates that all children have the ability to learn. This experience altered my perspectives in that if students are supplied with necessary and fundamental skills, they can achieve and surpass any boundaries laid before them.

As an adolescent my grandparents while raising me demonstrated the importance of always learning new skills to be used later on in life. They reinforced the notion that an education is extremely important because no one can take it away. In my view, an educator must enjoy learning from others and to take pride in the work and effort they put forth into their profession. In addition, they must continuously be willing to refine their approaches and knowledge concerning a particular subject. Both the teacher as well as their students would benefit if these measures are performed by the instructor.

In the past while speaking with groups of African-Americans and Hispanics I have been deficient in communicating effectively and so it has been detrimental to both parties. Due to the fact that teachers often are educating classes comprised of various racial and ethnic groups, developing skills to communicate with them will be critical. There are ways to improve and alter my behaviors and attitudes and where better to start than extending outwards more frequently and participating in activities with these different social groups. In addition, evaluating rather than disregarding perspectives and opinions presented will enable me to fully perceive the situation more readily and efficiently. Although it may be difficult, in the long run being an effective collaborator will benefit both myself and those I encounter on a social and intellectual level.

Records Office

600 Mt. Pleasant Avenue
 Providence, RI 02908-1991
 (401)456-8212

Rhode Island College Official Transcript

SSN :
 Name :
 Student ID: 0352393



Jane C. Davis
 Director of Records

Send To :

Print Date 2006-12-15

Beginning of Undergraduate Record
 Fall 2004

Course	Description	Attempted	Earned	Grade	Points
PORT 113E	Intermediate Portuguese	3.00	3.00	A	12.000
TERM GPA	4.000	3.00	3.00		12.000
CUM GPA	4.000	3.00	3.00		12.000

Fall 2005

Course	Description	Attempted	Earned	Grade	Points
PHIL 165	The Heritage of Asian Phil	4.00	4.00	A	16.000
PHIL 210	Aesthetics	3.00	3.00	A	12.000
PSYC 110	Introduction to Psychology	3.00	3.00	A-	11.010
SOCI 207	Crime & Criminal Justice	3.00	2.00	B+	9.000
WRTE 100	Intro to Academic Writing	4.00	4.00	A	16.000
TERM GPA	3.768	17.00	17.00		64.010
CUM GPA	3.800	20.00	20.00		76.010

Dean's List

Spring 2007

Course	Description	Attempted	Earned	Grade	Points
BIO1 100	Basic Principles of Biology	4.00	4.00	B-	10.690
ENGL 161	Western Literature	4.00	4.00	C+	9.130
HIST 161	Western History	4.00	4.00	B	14.000
MATH 119	Contemporary Topics in Math	3.00	3.00	A-	11.010

Course	Description	Attempted	Earned	Grade	Points
FOUND 243	Foundations of Movement	3.00	3.00	B	9.000
TERM GPA	2.857	18.00	15.00		43.010
CUM GPA	3.401	38.00	38.00		119.020

Fall 2007

Course	Description	Attempted	Earned	Grade	Points
ANTH 102	Introduction to Archaeology	3.00	3.00	A-	11.010
ANTH 173	Intro to Biological Anthro	3.00	3.00	A	12.000
ANTH 102	Non-Western Worlds	4.00	4.00	A	16.000
COURSE TOPICS	Ancient Nile	3.00	3.00	B	9.000
HIST 201	United States History to 1877	4.00	4.00	B+	13.120
HIST 163	Christianity in Global Context	17.00	17.00		61.350
TERM GPA	3.608	58.00	52.00		200.350
CUM GPA	3.168	116.00	116.00		419.360

Spring 2008

Course	Description	Attempted	Earned	Grade	Points
ANTH 101	Intro to Cultural Anthropology	3.00	3.00	A	12.000
ECON 224	Principles of Microeconomics	3.00	3.00	B	9.000
GEOG 101	Introduction to Geography	3.00	3.00	A	12.000
HIST 202	U.S. History 1877-Present	3.00	3.00	A-	11.010
HIST 204	Global History Since 1500	4.00	4.00	A	14.680
TERM GPA	3.668	16.00	16.00		58.690
CUM GPA	3.519	71.00	69.00		239.240

Dean's List

Records Office

600 Mt. Pleasant Avenue
 Providence, RI 02908-1991
 (401)456-8212

Rhode Island College Official Transcript



Jane P. Davis
 Director of Records

SSN
 Name
 Student ID: 0352393

Send To:

CUM GPA: 3.546 CUM TOTALS: 80.00 77.00 273.030
 Undergraduate Career Totals
 CUM GPA: 3.546 CUM TOTALS: 80.00 77.00 273.030
 Non-Course Milestones
 2007-01-31 College Mathematics Requirement
 Milestone Status: Completed
 2007-01-31 Exam Taken - Completed
 2006-09-20 College Writing Requirement
 Milestone Status: Completed
 2006-09-20 Course Taken - Completed

----- End of Transcript -----

Course	Description	Attempted	Earned	Grade	Points
Summer 2008					
POL 312	American Government	3.00	3.00	H+	9.990
ANTH 104	Language & Anthropology	3.00	3.00	A-	12.000
UBOC 400	Regional Geography	3.00	3.00	A	12.000
TERM GPA:	3.777	9.00	9.00		33.990
CUM GPA:	3.546	83.00	77.00		273.030

Course	Description	Attempted	Earned	Grade	Points
Fall 2008					
ECON 315	Principles of Macroeconomics	3.00			
PHED 346	Schooling in a Democratic Soc	4.00			
HIST 200	Rebuke of Historical Inquiry	4.00			
HIST 300	History of Disease	3.00			
INST 100	PSMD Tech Competency Test	0.00	0.00		0.000
TERM GPA:	0.000	14.00	0.00		0.000
CUM GPA:	3.546	97.00	77.00		273.030

Course	Description	Attempted	Earned	Grade	Points
Spring 2009					
CEP 315	Educational Psychology	6.00			
HIST 322	Era of Amer Expansion	3.00			
HIST 331	Rhode Island History	3.00			
WOL 200	Intro to the Law	3.00			
TERM GPA:	0.000	15.00	0.00		0.000



THE PRAXIS SERIES™

0352393

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

EXAMINEE SCORE REPORT

BACKGROUND INFORMATION

Examinee's name: _____

Candidate ID Number: 04704216 Social Security Number: _____ Sex: M Date of Birth: _____

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: RHODE ISLAND COLLEGE

Undergraduate Major: HISTORY

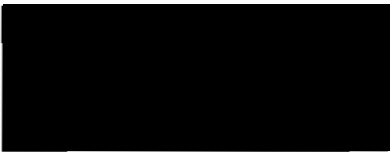
Graduate Major: HISTORY

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 EOUC



CURRENT TEST DATE: 12/03/2008		Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration			
Test Code	Test Name				R3724	R8077		
5710	C-PPST: READING	179	150 - 190	174 - 181	Y	N		
5720	C-PPST: WRITING	176	150 - 190	173 - 178	Y	N		
5730	C-PPST: MATHEMATICS	180	150 - 190	174 - 183	Y	N		

HIGHEST SCORE AS OF 12/12/2008

Test Date	Test Code	Test Name	Your Highest Score	Possible Score Range	Score Recipient Code(s)			
					R3724	R8077		
12/03/2008	5710	C-PPST: READING	179	150 - 190	Y	N		
12/03/2008	5720	C-PPST: WRITING	176	150 - 190	Y	N		
12/03/2008	5730	C-PPST: MATHEMATICS	180	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.

- 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.



PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 12/12/2008

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
12/03/2008	5710	C-PPST: READING	179				
12/03/2008	5720	C-PPST: WRITING	176				
12/03/2008	5730	C-PPST: MATHEMATICS	180				

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 12/03/2008 TEST DATE			
Test Category *	Raw Points Earned	Raw Points Available	Average Performance Range **
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: READING			
I. LITERAL COMPREHENSION	18	22	13 - 19
II. CRITICAL AND INFERENTIAL COMPREHENSION	15	18	12 - 16
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING			
I. GRAMMATICAL RELATIONSHIPS	5	13	5 - 9
II. STRUCTURAL RELATIONSHIPS	8	13	6 - 10
III. WORD CHOICES AND MECHANICS	11	12	5 - 9
IV. ESSAY	8	12	6 - 8
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS			
I. NUMBER AND OPERATIONS	13	13	8 - 11
II. ALGEBRA	4	8	3 - 6
III. GEOMETRY AND MEASUREMENT	5	9	5 - 7
IV. DATA ANALYSIS AND PROBABILITY	9	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 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.