



REACH  
INSPIRE  
CONNECT

SAMPLE OF CANDIDATE WORK

ADMISSION PORTFOLIO

STUDENT ID 0398515



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## TEACHER EDUCATION PROGRAM APPLICATION FORM

Name: \_\_\_\_\_ Student I.D. #: 02348515 Date: 11/3/07

|                  |             |        |  |                    |             |        |  |
|------------------|-------------|--------|--|--------------------|-------------|--------|--|
| Current Address: |             |        |  | Permanent 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

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

**Teacher Education**

Program: MUSIC      Major/Concentration: Music Education

Special Education? n/a      Middle School Endorsement? n/a  
Please Specify Area of Specialization      Please Specify Content Area

PPST Scores: Reading: 180 1/7/08    Writing: 180 1/7/08    Mathematics: 183 1/7/08  
Score Date Taken      Score Date Taken      Score Date Taken

Transcripts: RIC \_\_\_\_\_ Other n/a      Other n/a  
Date      Name of College/University      Date      Name of College/University      Date

Admission to RIC: Fall 2006    # of Credits Completed: 47.5    GPA: 3.65    FNED 346: A-  
Date      Grade

Completion of RIC Writing Requirement: 2/3/07    Completion of RIC Math Requirement: 3/1/06  
Date      Date

**Reference Forms**

Faculty: Prof. Gerri August    Fall 07    Supervisor: Brenda Fabrizio    Fall 2007  
Name (Please Print)      Date      Name (Please Print)      Date

Career Commitment Essay and Scoring Rubric: 3.5      Technology Competency: Fall 07  
Date      Date

**Program Specific Requirement:**

**DEPARTMENT RECOMMENDATION**

- Admit       Denied

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

ADVISOR: Denise Guilbert

|   |   |  |
|---|---|--|
| Signature of Admissions Committee Member<br><u>[Signature]</u><br><small>Date</small> <u>12/28/07</u> | Signature of Associate Dean<br><u>[Signature]</u><br><small>Date</small> <u>2-27-08</u> |  |
| Signature of Department Chair<br><u>[Signature]</u><br><small>Date</small> _____                      | e: Admission Portfolio Application.doc  |  |

February 27, 2008



**RHODE ISLAND  
COLLEGE**

0398515

Feinstein School of Education  
and Human Development  
Teacher Education

It is my pleasure to inform you that the Music Education Program and the Dean's office have approved your application for admission into the Teacher Education Program in Music 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) and the performance assessment in music education 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](http://www.ets.org)) for specific test administration information. You will be advised of the requirements for the music education performance assessment by your advisor.

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. Denise Guilbault-Langworthy, at your earliest convenience to plan your course of study.

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  
Dr. Denise Guilbault-Langworthy



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

Name: \_\_\_\_\_

Student ID: 0398515

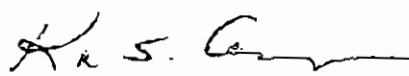
Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Program: Music Education - (Undergraduate Student)

Denise Guilbault-Langworthy \_\_\_\_\_  
Name of Advisor

02/27/2008 \_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature of Associate Dean



# 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 #: 0398515 Telephone #: \_\_\_\_\_

Teacher Preparation Program: Music Major/Concentration: Music Education

Name of Evaluator: Mrs. Marcielo Position of Evaluator: Service Learning Supervisor

Professional Address of Evaluator: 234 Deball St., Providence, 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<br>(Self-Reflection)   | N/A | 1 | 2 | 3    | 4 |
| 2.  | Has goal clarity<br>(Self-Reflection)  | N/A | 1 | 2 | 3    | 4 |
| 3.  | Is intellectually curious and/or creative<br>(Lifelong Learning)   | N/A | 1 | 2 | 3    | 4 |
| 4.  | Is enthusiastic about learning<br>(Lifelong Learning)  | N/A | 1 | 2 | 3    | 4 |
| 5.  | Demonstrates ability to communicate effectively with children and youth<br>(Advocacy for Children and Youth) | N/A | 1 | 2 | 3    | 4 |
| 6.  | Listens and is responsive to children and youth<br>(Advocacy for Children and Youth)                         | N/A | 1 | 2 | 3    | 4 |
| 7.  | Welcomes diverse viewpoints and is open-minded<br>(Respect for Diversity)                                    | N/A | 1 | 2 | 3    | 4 |
| 8.  | Is adaptable to change<br>(Respect for Diversity)  | N/A | 1 | 2 | 3    | 4 |
| 9.  | Works well with others<br>(Collaboration)  | N/A | 1 | 2 | 3    | 4 |
| 10. | Is socially tactful<br>(Collaboration)   | N/A | 1 | 2 | 3    | 4 |
| 11. | Works hard and is thorough<br>(Professional Work Characteristics)  | N/A | 1 | 2 | 3    | 4 |
| 12. | Is reliable and dependable<br>(Professional Work Characteristics)  | N/A | 1 | 2 | 3    | 4 |

Signature of Evaluator: Mrs. Marcielo Date: 11-30-07

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.



# 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 #: 0398515 Tele: \_\_\_\_\_

Teacher Preparation Program: Music Major/Concentration: Music Education

Name of Evaluator: Prof. Gerry August Position of Evaluator: FNED 346 Instructor

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

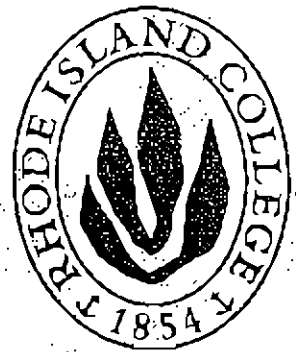
Signature of Evaluator: Gerry August Date: 11/26/07

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.

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

Rhode Island College Official Transcript

SSN : 0 5  
 Name  
 Student ID: 0398515



*James P. ...*  
 Director of Records

Send To:

Print Date: 2008-02-06

CUM GPA : 3.736 CUM TOTALS : 30.00 36.00 112.020  
 Dean's List

Beginning of Undergraduate Record  
 Fall 2006

Fall 2007

| Course     | Description                  | Attempted     | Earned | Grade | Points |
|------------|------------------------------|---------------|--------|-------|--------|
| HIST 161   | Western History              | 4.00          | 4.00   | B     | 12.000 |
| MUS 91     | Student Recital Series       |               | 3.00   | S     |        |
| MUS 161    | Chorus                       | 0.50          | 0.50   | A     | 2.000  |
| MUS 230    | Music Theory I               | 3.00          | 3.00   | A-    | 11.000 |
| MUS 231    | Sight Singing&Ear Training I | 1.00          | 1.00   | B+    | 3.330  |
| MUS 284    | Piano                        | 2.00          | 2.00   | A     | 8.000  |
| SOC 207    | Crime & Criminal Justice     | 3.00          | 3.00   | A     | 12.000 |
| TERM GPA : | 3.881                        | TERM TOTALS : | 13.50  | 13.50 | 48.340 |

| Course                       | Description                    | Attempted     | Earned | Grade | Points |
|------------------------------|--------------------------------|---------------|--------|-------|--------|
| FNED 146                     | Schooling in a Democratic Soc  | 4.00          | 4.00   | A-    | 14.680 |
| INST 100                     | ESRD Tech Competency Test      |               | 0.00   | S     |        |
| MUS 91                       | Student Recital Series         |               | 0.00   | S     |        |
| MUS 110                      | Brass Class                    | 2.00          | 2.00   | A-    | 7.340  |
| MUS 151                      | Chorus                         | 0.50          | 0.50   | A     | 2.000  |
| MUS 164                      | Chamber Music Ensemble         | 1.00          | 1.00   | A     | 4.000  |
| Course Topic(s): Men's Choir |                                |               |        |       |        |
| MUS 205                      | Music History&Lit I            | 3.00          | 3.00   | A     | 12.000 |
| MUS 234                      | Music Theory III               | 3.00          | 3.00   | B-    | 9.010  |
| MUS 235                      | Sight Singing&Ear Training III | 1.00          | 1.00   | B     | 2.670  |
| MUS 269                      | Master Class Applied Music     | 1.00          | 1.00   | A     | 4.000  |
| Course Topic(s): Piano       |                                |               |        |       |        |
| MUS 284                      | Piano                          | 2.00          | 2.00   | A     | 8.000  |
| TERM GPA :                   | 3.583                          | TERM TOTALS : | 17.50  | 17.50 | 62.700 |

CUM GPA : 3.561 CUM TOTALS : 11.50 13.50 48.340  
 Dean's List

CUM GPA : 3.578 CUM TOTALS : 47.50 67.50 176.720  
 Dean's List

Spring 2007

Spring 2008

| Course     | Description                   | Attempted     | Earned | Grade | Points |
|------------|-------------------------------|---------------|--------|-------|--------|
| ENGL 161   | Western Literature            | 4.00          | 4.00   | A     | 16.000 |
| MUS 91     | Student Recital Series        |               | 0.00   | S     |        |
| MUS 107    | Class Voice                   | 2.00          | 2.00   | A-    | 7.340  |
| MUS 161    | Chorus                        | 0.50          | 0.50   | A     | 2.000  |
| MUS 232    | Music Theory II               | 3.00          | 3.00   | A-    | 11.010 |
| MUS 233    | Sight Singing&Ear Training II | 1.00          | 1.00   | B+    | 3.330  |
| MUS 294    | Piano                         | 2.00          | 2.00   | A     | 8.000  |
| WRTG 100   | Introcd To Academic Writing   | 4.00          | 4.00   | A     | 16.000 |
| TERM GPA : | 3.859                         | TERM TOTALS : | 15.50  | 16.50 | 63.680 |

| Course  | Description            | Attempted | Earned | Grade | Points |
|---------|------------------------|-----------|--------|-------|--------|
| MUS 91  | Student Recital Series | 2.00      |        |       |        |
| MUS 111 | Woodwinds Class        | 0.50      |        |       |        |
| MUS 161 | Chorus                 | 1.00      |        |       |        |
| MUS 164 | Chamber Music Ensemble | 1.00      |        |       |        |

SSN :  
 Name :  
 Student ID: 0398515



*Jane Dawson*  
 Director of Records

Send To: ..

| Course Topic(s)                            | Grade | Credits     | Quality Points | Grade Points | Quality Points |
|--|-------|-------------|----------------|--------------|----------------|
| Course Topic(s): Piano                     |       |             |                |              |                |
| MUS 164 Chamber Music Ensemble             |       | 1.00        |                |              |                |
| Course Topic(s): Men's Choir               |       |             |                |              |                |
| MUS 206 Music History and Lit II           |       | 3.00        |                |              |                |
| MUS 236 Music Theory IV                    |       | 3.00        |                |              |                |
| MUS 237 Sight Singing & Ear Training IV    |       | 1.00        |                |              |                |
| MUS 269 Master Class Applied Music         |       | 1.00        |                |              |                |
| Course Topic(s): Piano                     |       |             |                |              |                |
| MUS 284 Piano                              |       | 2.00        |                |              |                |
| MUSE 212 Introd to Music Education         |       | 2.00        |                |              |                |
| TERM GPA                                   | 0.000 | TERM TOTALS | 6.00           | 0.00         | 0.000          |
| TERM GPA                                   | 3.678 | CUM TOTALS  | 47.50          | 47.50        | 174.720        |
| Undergraduate Career Totals                |       |             |                |              |                |
| CUM GPA                                    | 3.678 | CUM TOTALS  | 47.50          | 47.50        | 174.720        |
| Non-Course Milestones                      |       |             |                |              |                |
| 2006-02-01 College Mathematics Requirement |       |             |                |              |                |
| Milestone Status: Completed                |       |             |                |              |                |
| 2006-03-01 SAT Test Taken - Completed      |       |             |                |              |                |
| 2007-12-03 College Writing Requirement     |       |             |                |              |                |
| Milestone Status: Completed                |       |             |                |              |                |
| 2007-02-03 Course Taken - Completed        |       |             |                |              |                |

----- Kind of Transcript -----



0398515

STUDENT = 14

|                         | Mean   |
|-------------------------|--------|
| FINAL<br>ESSAY<br>SCORE | 3.5000 |

a STUDENT = 14

*3rd*  
*12/1/07*

The vision I have of myself in a future career is that of student. I see teaching simply as an extremely powerful by-product of the learning that I will experience my entire life. Part of my life plan will include traveling to different locales with different social, cultural and economic situations to learn as much as I can from the people, and in each different location, to bring the knowledge I will accrue to these places.

The first place I will to go learn from and to help the native people is Mozambique. In this African nation there is no education system and the vicious cycle of poverty and devastation keeps repeating itself because of this. While I hope I will be able to make a difference working with these children, mostly orphans, I know that they will teach me more about myself, and the human condition than I can ever imagine.

I plan on bringing these experiences back to the United States to help a nation struggling with consumerism, intolerance, egocentricity and ignorance of the immense suffering of other people in the world. I will do this via teaching music in the public schools.

My primary reason for being a teacher is to make an impact on society and individual students' lives. I want to be a part of their development to help them achieve the best that they can be, while also helping to improve social justice for those students not born into privilege. Teaching music is a natural fit, not only because it is one of the biggest passions in my life, but also because music is tied very closely to the condition of our society. Teaching tolerance, non-consumerism, social justice and awareness could not be more convenient than using the "universal language". My class would both prepare students to challenge the status quo of our society as well as empower them as confident performers and articulate individuals.

No teacher is an island. A teacher, especially middle school and older will only see their teacher once a day, the rest of the time they are with other teachers. I believe the teachers should talk, and know what is going on in one another's classroom, even go as far as collaborating their curriculum to show students interdisciplinary connections. As they grow older, they should be challenged more and more to put the connections together. I have seen far too many times in my schooling that each class I would go to is a segmented portion of the day and when I leave the building, all I walk away with are segmented bits of information. Working at a summer theater camp this past year, I observed probably the most effective professional collaboration among drama, music, art, dance, and writing teachers I have ever seen. The basis of our day was making connections between all of the activities, culminating of course in a theatrical production. Even this is an unlikely scenario to implement in our public schools, it is not that far fetched an example to look at for collaborating with other teachers and making connections.

No child, regardless of supposed disposition for learning, disability, economic standing or race, should be robbed of an education. As we all know, not everybody is a musician, however, this does not mean that everybody cannot participate in music and make music a rewarding, enjoyable and meaningful lifelong activity. As a junior high student I was once asked by my principal to join her in song at a catholic mass, within one song of me singing, she dryly told me that I could stop. While this is a minor event, and obviously did not turn me off of music, it did show me something, the fact that some people vastly underestimate the amount of progress many students can make.

Going to school at a Catholic elementary school, the population was quite homogenous, however there was some diversity. The extent of this was a family from

Cameroon, a handful of Greek students and some Asian students. These students, obviously very different to the dominant white Irish Catholic population, were considered experts on their culture and teachers would always call on these students to talk about their different cultural backgrounds. These experiences made these students seem different and special, demanding respect, perhaps a little jealousy, from the rest of the students. This made diversity a very desirable thing in the eyes of our elementary school students.

The aspect of my career that I foresee the most improvement needed would be collaborating with other teachers. While this sounds very simple in theory, I believe that in the busy life of teachers, collaboration, and making connections between classes can get put to the backburner, instead of being the basis for the education of the whole student as it could be. I think the best path for me to fix this is planning and putting my "do it myself" attitude in the backseat. Depending on the school environment, the music teacher is many times a large figure, and I will use this to not only incorporate other curriculums with my own, but help other teachers put connections together.

My commitment to teaching, to students and to improving issues of social justice is steadfast. Moving to Mozambique, Africa is a major life decision in the name of education and self-learning. My teaching career will begin with learning that will continue through its infancy and even retirement. Teaching music in the United States, I will promote issues of individual and cultural diversity, give each child the opportunity to learn, collaborate with my professional peers, and most of all constantly reflect on how I am achieving these goals, among the other goals that I will make as I continue in the teacher education program.



# THE PRAXIS S E R I E S™

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

R 3724

0398515

## DESIGNATED INSTITUTION SCORE REPORT

### BACKGROUND INFORMATION

|                      |          |                         |             |
|----------------------|----------|-------------------------|-------------|
| Examinee's Name:     |          |                         |             |
| Candidate ID Number: | 04432433 | Social Security Number: | 000-00-0000 |
| Sex:                 | M        | Date of Birth:          |             |

### EDUCATIONAL INFORMATION

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

### SCORE RECIPIENT INFORMATION

| Code # | Recipient Name       |
|--------|----------------------|
| R3724  | RHODE ISLAND COLLEGE |

JOHN BURNS  
51 BALOWIN RD  
DRACUT MA 01826

| CURRENT TEST DATE |                     | 01/07/2008 | Examinee's Score | Possible Score Range |
|-------------------|---------------------|------------|------------------|----------------------|
| Test Code         | Test Name           |            |                  |                      |
| 5710              | C-PPST: READING     | 180        | 150 - 190        |                      |
| 5720              | C-PPST: WRITING     | 180        | 150 - 190        |                      |
| 5730              | C-PPST: MATHEMATICS | 183        | 150 - 190        |                      |

| HIGHEST SCORE AS OF |           | 01/19/2008          | Examinee's Highest Score | Possible Score Range |
|---------------------|-----------|---------------------|--------------------------|----------------------|
| Test Date           | Test Code | Test Name           |                          |                      |
| 01/07/2008          | 5710      | C-PPST: READING     | 180                      | 150 - 190            |
| 01/07/2008          | 5720      | C-PPST: WRITING     | 180                      | 150 - 190            |
| 01/07/2008          | 5730      | C-PPST: MATHEMATICS | 183                      | 150 - 190            |

MESSAGE CODES

R 3724



**PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 01/19/2008**

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 |
| 01/07/2008                | 5710      | C-PPST: READING     | 180                |                           |                           |                           |                          |
| 01/07/2008                | 5720      | C-PPST: WRITING     | 180                |                           |                           |                           |                          |
| 01/07/2008                | 5730      | C-PPST: MATHEMATICS | 183                |                           |                           |                           |                          |
|                           |           |                     |                    |                           |                           |                           |                          |
|                           |           |                     |                    |                           |                           |                           |                          |
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| 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 |
|-----------|-----------|-----------|--------------------|---------------------------|---------------------------|---------------------------|--------------------------|
|           |           |           |                    |                           |                           |                           |                          |
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|           |           |           |                    |                           |                           |                           |                          |

| 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 |
|-----------|-----------|-----------|--------------------|---------------------------|---------------------------|---------------------------|--------------------------|
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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** 01/07/2008 **TEST DATE**

| Test Category *  | Raw Points Earned   | Raw Points Available | Average Performance Range **      |
|--|---------------------|----------------------|-----------------------------------|
| <b>COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: READING</b><br>I. CRITICAL AND INFERENTIAL COMPREHENSION<br>II. LITERAL COMPREHENSION  | 16<br>18            | 21<br>19             | 13 - 18<br>11 - 17                |
| <b>COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING</b><br>I. GRAMMATICAL RELATIONSHIPS<br>II. STRUCTURAL RELATIONSHIPS<br>III. WORD CHOICES AND MECHANICS<br>IV. ESSAY      | 11<br>11<br>10<br>8 | 12<br>15<br>11<br>12 | 6 - 9<br>7 - 11<br>4 - 7<br>6 - 8 |
| <b>COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS</b><br>I. NUMBER AND OPERATIONS<br>II. ALGEBRA<br>III. GEOMETRY AND MEASUREMENT<br>IV. DATA ANALYSIS AND PROBABILITY | 12<br>8<br>6<br>7   | 13<br>8<br>9<br>10   | 6 - 10<br>5 - 7<br>3 - 7<br>6 - 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 who took this form last at the most recent national administration or other comparable time period. N/C means 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 sector not taken and, therefore, the information is not applicable.