



REACH
INSPIRE
CONNECT

SAMPLE OF CANDIDATE WORK

ADMISSION PORTFOLIO

STUDENT ID 0321553



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

RITE TEACHER EDUCATION PROGRAM APPLICATION FORM

0321553

Name: _____

Student ID #: 0321553

Date: 3/30/09

Permanent Address:

College Address:

Street # _____ Street _____ Apt # _____
 City _____ State _____ Zip _____
 E-Mail _____ Telephone # _____

Street # _____ Street _____ Apt # _____
 City _____ State _____ Zip _____
 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: 1/1/07

Teacher Education

Program: R.I.T.E. Program

Major/Concentration: Biology

Special Education? _____
 Please Specify Area of Specialization _____

Middle School Endorsement? _____
 Please Specify Content Area _____

Undergraduate Education (submit all transcripts):

College/University	Dates Attended	Degree Conferred
Keene State College	2002-2006	B.S. Biology

Disposition/Reference Forms:

Faculty: Christopher Pert 3/13
 Supervisor: Deborah Krubski 3/13
Name (Please Print) Date Name (Please Print) Date

Career Commitment Essay and Scoring Rubric: 42 4/6/09
Score Date Resubmitted 3/30

Technology Competency: 4/2
Date

Major GPA: 3.2

Program Specific Requirement: _____

DEPARTMENT RECOMMENDATION Admit Denied

Advisor: Paul Tiskus

Please describe conditions/reasons: _____

Signature of Admissions Committee Member: [Signature]
 Signature of Department Chair: [Signature]
 Date: 4/16/09
 Date: _____

Signature of Associate Dean: [Signature]
 Date: 4.28.09



**RHODE ISLAND
COLLEGE**

April 27, 2009

0321533

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 Rhode Island Teacher Education (R.I.T.E.) program in the Department of Secondary Education/Biology within the Feinstein School of Education and Human Development. You have met the school and departmental requirements for full admission. Based on your skills, past performance, and personal qualities, you are entitled to enter the department's professional education sequence.

This is the first step on your journey to becoming a special influence on the personal growth and educational development 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 minimum grade point average (GPA, please check with your advisor) as well as successful performance in your teacher preparation program. Please consult with your advisor, Dr. Paul Tiskus, 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: Dr. Paul Tiskus
c: Educational Studies Department Chair

RHODE ISLAND COLLEGE
SCHOOL OF GRADUATE STUDIES
RHODE ISLAND TEACHER EDUCATION PROGRAM
PLAN OF STUDY

Name

Student ID# 0321553

Address

Student Signature

Date

4/14/09


Subject Matter Area for Rhode Island Certification: **Biology**

RHODE ISLAND COLLEGE COURSES
SUBJECT MATTER AREA

Principles of Learning and Teaching Test (Grades 7 - 12)

Praxis II Content Knowledge Exam: **Biology**

Approved:


Program Advisor

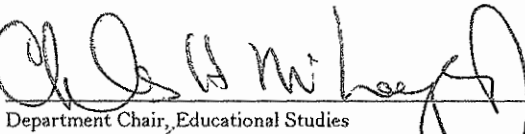
Date

4/14/09

PROFESSIONAL STUDIES

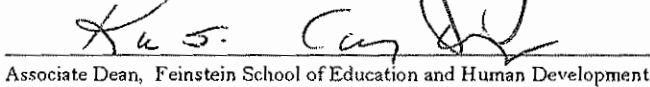
Course	Title	Credits
CEP 315	Educational Psychology	4
FNED 346	Schooling in a Democratic Society	4
SED 406	Instructional Methods, Design and Technology	2
SED 407	Instructional Methods, Design and Literacy	2
SED 410	Practicum in Secondary Education	5
SPED 433	Adaptive Instruction for Inclusive Education	3
SED 421	Student Teaching	9
SED 422	Student Teaching Seminar	2

Approved:


Department Chair, Educational Studies

Date

4/16/09


Associate Dean, Feinstein School of Education and Human Development

Date

4.20.09



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

Name:

Student ID: 0321553

Address:

Phone:

Program: Secondary Education - (RITE Student)

Major: Biology

Paul Tiskus

Name of Advisor

04/27/2009

Date

Signature of Associate Dean

My Grades

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

APR 1 2 10:30



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT DISPOSITION REFERENCE FORM

Faculty (Confidential)

This section is to be filled out by the applicant.

Name: L ID #: 0231553 Telephone: _____

Teacher Preparation Program: R.I.T.E Major/Concentration: B.S. Biology

Name of Evaluator: Christopher Pert Position of Evaluator: Rhode Island Rock Gym

Professional Address of Evaluator: 8 Eulita Terrace Brighton, MA 02135 Climbing Coach

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: [Signature]

Date: 3/3/09

Please use the reverse side for any comments.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT DISPOSITION REFERENCE FORM

Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: _____ ID #: 0231553 Telephone: _____

Teacher Preparation Program: R.I.T.E Major/Concentration: B.S. Biology

Name of Evaluator: Deborah Krupski Position of Evaluator: Manager of Fitness Together

Professional Address of Evaluator: 147 Windward Lane Bristol R.I. 02809

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: Deborah M. Krupski Date: 3/3/09

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.

Request Header | Request Detail | **Report Results** | Report Errors

Find | View All 1 of 1

Seq Nbr: 1
ID: 0321553

[Report Manager](#)

Rhode Island College
Rhode Island College
Identifying Code: RICOL

Name :
Student ID: 0321553
SSN :
Print Date : 2009-04-14

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

Program : Non-Degree Graduate Students
2009-01-20 : Non-Degree Graduate Major

----- Beginning of Graduate Record -----
Spring 2009

INST	100	FSEHD Tech Competency Test			
TERM GPA :	0.000	TERM TOTALS :	0.00	0.00	0.000
CUM GPA :	0.000	CUM TOTALS :	0.00	0.00	0.000
Graduate Career Totals					
CUM GPA :	0.000	CUM TOTALS :	0.00	0.00	0.000

Request Header | Request Detail | Report Results | Report Errors

0321533

125

Career Commitment Essay

STU ID = 125

	Mean
FINAL ESSAY SCORE	4.0000

Jdy
4/6/09

a STU ID = 125

RECEIVED
APR 12 2009

125

The rate of acceleration in science and technology is astounding. Whether it's the discovery of a new species of bacteria, or how to insert genes from one organism's DNA to another, everyday there are exciting advancements that affect people's lives all over the world. This ever evolving excitement of science is the root of my passion for the field. Passion coupled with the satisfaction of teaching has led me to pursue a career in secondary education. Rhode Island College's R.I.T.E program will give me the tools and knowledge I need to become a successful biology teacher.

Becoming a teacher has been a slow unearthing of a buried goal. I attended college with the intention of becoming a teacher, but for whatever reason I decided against it, and pushed the thought into the dark crevasses of my juvenile mind. Now, after a retreat from school and some real world experience, I realize my desire to teach never really subsided; it just manifested itself in a different light for I'm currently a health and fitness instructor. I am now ready to commit, and take all that I have learned from fitness, and apply it where it matters more; in the classroom.

American society is composed of a broad spectrum of individual and cultural diversity. Although this discrepancy makes America the beautiful and rational place it is, we have to remember to continuously respect and appreciate each others views. When it comes to children of various backgrounds, I believe it is important that these differences are not over simplified or disregarded in the classroom. These differences can play a huge role in the manner in which children assimilate information. I currently tutor at the International House in Providence, where the majority of students are the first generation in their families to attend American schools. Here, I have been given the opportunity to tutor twins, boy and girl, who are seventeen years old and from Columbia. Although they are extremely bright, the two struggle to keep up in class. Their struggle is not only the

result of a language barrier; it is also due to the fact that they work to help support their family. From this experience I have learned to recognize some of the hurdles students face, and how their culture and economic standing are not at all representative of their ability to learn. I believe that as a teacher you have to understand and embrace student's individual backgrounds in order to enable them to be successful in class.

I strongly believe that all children have the potential to learn. I also believe it is the manner in which they learn that separates students and makes classrooms diverse. As an educator, I feel it will be my responsibility to convey information in a multi faceted manner so that all students can be reached. When I look back at my own high school experience, my high school physics teacher is one I hope to emulate. "Mr. D." was a passionate man who was full of energy. He had a way of reaching every student, including those with special needs. I believe his success was due his well rounded approach that emphasized the understanding of concepts. Mr. D. would state concepts, draw pictures, reiterate concepts, give examples, and reiterate again, and again. His multi dimensional approach stimulated and encourages almost all students, myself included, because he coaxed individual innate learning styles. Mr. D. also emphasized class discussion which I believe not only clarified concepts more, it also motivated students to keep up with content outside of class.

I believe that professional collaboration is a central element in the success of a teacher. Not only is collaboration essential for determining what is best for individual students, collaboration is a means of sharing ideas. Currently I am a health and fitness instructor at a studio where I train many post-rehab clients with various physical ailments. One of my clients is a young woman named Nadia with cerebral palsy who suffers from anorexia. When I first took Nadia on, I was not quite sure how to

acknowledge her eating issues because my sphere of knowledge revolves primarily around fitness. It was being able to collaborate with a colleague with a background in nutrition that helped me realize which approach would be best. The sharing of ideas enabled me to gain perspective, effectively reach my client, and learn more in the process. I believe that as a teacher, collaboration will be just as useful. Not only will colleagues offer insight, students, parents, and people in the community will as well.

Before one can teach, they must first learn. As a future teacher, I anticipate and look forward to continuous education. I believe it will be my sole responsibility to keep a firm grasp on the ever evolving subject matter I am teaching, for this understanding will be vital to my success as a teacher. Currently as a trainer, I spend time reading journals and attending seminars in order to stay up to date on the latest theories and teaching styles. Although, not my life long passion, I find that after every seminar I attend, not only do I have new skills to apply, I also have a sense of refreshment and a renewed appreciation for the health and fitness industry as a whole. As a teacher, I believe it will be imperative to do the same in order to keep things fresh, and to maintain a positive attitude so my students subconsciously reciprocate.

Although I realize the importance of life long learning, this is the one area I will have to improve on. I understand that as a teacher, you not only have to stay up to speed on your subject matter, you also have to stay up to speed with the latest technology and the current culture of your students. Although not terribly difficult, staying up to speed on “extras” will take time which can sometimes be difficult to find. Difficulties aside, I look forward to the unrelenting education ahead of me, and hope I have the opportunity to prepare for a career in teaching with the Feinstein School of Education.

Keene State College
229 Main Street, Box 2607
Keene, NH 03435-2607

032/333

Page: 1 of 3
ID number: ***-**-2233

Report Date: 21-Feb-2009
Course: Description: Hours Grade Points: Course: Description: Hours Grade Points:

ADMITTED: FALL 2002 SEMESTER	Report Date: 21-Feb-2009	Course: Description:	Hours Grade Points:	Course:	Description:	Hours Grade Points:
	FALL 2002 (08/26/2002 to 12/13/2002)				FALL 2003 (08/25/2003 to 12/12/2003)	
EXED01	ESSAY WRITING	3.00 B	9.00	BIOL51	LIFE: DIVERSITY	3.00 C 6.00
PSYC01	GENERAL PSYCHOLOGY	3.00 A	12.00	CHEM11	GENERAL CHEMISTRY I	3.00 F 6.00
BIOL02	TOP HUM BIO: INTRO PHYSIOLOGY	3.00 A	12.00	CHEM15	GENERAL CHEM. LAB I	1.00 AB 3.50
PLAZ7V	INTRC TO FILM ANALYSIS	3.00 B	9.00	PSYC24	PERSONALITY	3.00 B 9.00
JEN200	INTRC TO MASS MEDIA	3.00 AB	10.50	CS101	INTRC COMP INFO PROCESSES	3.00 A 12.00
	Term GPA 3.500	Credit 15.00		CULTURL ANTHROPCLOG		0.00 W
	Cum GPA 3.560	Credit 15.00		LIFE: DIVERSITY LAB		3.00 C 2.00
	Term Grd. Pts. 52.50	Cum Grd. Pts	52.50	Term GPA 2.964	Credit 14.00	
				Cum GPA 3.125	Credit 44.00	
				Term Grd. Pts. 41.50	Cum Grd. Pts	137.50
	SPRING 2003 (01/21/2003 to 05/09/2003)				SPRING 2004 (01/20/2004 to 05/07/2004)	
MATH130	PREFACALCULUS	3.00 SC	7.50	CHEM16	GENERAL CHEM. LAB II	1.00 AB 3.50
GEOG101	INTRO WORLD GEOGRAPHY	3.00 AB	10.50	CHEM12	GENERAL CHEMISTRY II	3.00 B 9.00
HIST162	TURKIS U.S HISTORY II	3.00 C	6.00	LIFE: PROCESSES		3.00 B 9.00
ART125	DRAWING I	3.00 B	9.00	LIFE: PROCESSES LAB		1.00 AB 3.50
SOC201	INTRODUCTORY SOCIOLOGY	3.00 AB	10.50	INTRODUCTION TO TEACHING		0.00 M
	Term GPA 2.900	Credit 15.00		PHYSICAL GEOGRAPHY		3.00 C 6.00
	Cum GPA 3.230	Credit 30.00		WORLD OF LANGUAGE		3.00 AB 10.50
	Term Grd. Pts. 43.50	Cum Grd. Pts	96.00	Term GPA 2.964	Credit 14.00	
				Cum GPA 3.086	Credit 58.00	
				Term Grd. Pts. 41.50	Cum Grd. Pts	179.00

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Registrar

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The transcript is released with the stipulation that it will not be shown to any other party except under conditions defined by the Family Education Rights and Privacy Act of 1974

Keene State College
 229 Main Street, Box 2607
 Keene, NH 03435-2607

0321/533

Page: 2 of 3
 ID Number: 2233

Report date: 23-Feb-2009	Course	Description	Hours	Grade	Points	Course	Description	Hours	Grade	Points
		FALL 2004 (06/30/2004 to 12/17/2004)								
	BIO252	ECOLOGY & EVOLUTION	3.00	B	9.00	BIO232	HUMAN ANAT & PHYS II	3.00	A	12.00
	BIO256	EXPERIMENTAL ECOL & EVOL	2.00	B	6.00	BIO233	HUMAN ANAT & PHYS II LAB	1.00	AB	3.50
	CHEM221	ORGANIC CHEMISTRY I	3.00	SC	7.50	BIO251	GENETICS	3.00	B	9.00
	CHEM225	ORGANIC CHEMISTRY LAB I	1.00	AS	3.50	BIO315	GENRAL MICROBIOLOGY	4.00	AS	14.00
	PHYS141	COLLEGE PHYSICS I	4.00	AB	14.00	BIO452	COMMUNITY & ECOSYSTEM ECOLOGY	3.00	A	12.00
	MATH141	INTRODUCTORY STATISTICS	3.00	A	12.00	BIO457	RESEARCH METHODS: ECOLOGY	2.00	AB	7.00
		Term GPA 3.292			Credit 46.00		Term GPA 3.594			Credit 16.00
		Cum GPA 3.222			Credit 74.00		Cum GPA 3.233			Credit 103.00
		Term Grd. Pts. 52.00			Cum Grd. Pts. 211.00		Term Grd. Pts. 57.50			Cum Grd. Pts. 353.00
		SPRING 2005 (01/18/2005 to 05/06/2005)								
	CHEM226	ORGANIC CHEMISTRY LAB II	1.00	A	4.00	BIO113	INVERTEBRATE ZOOLOGY	4.00	B	12.00
	CHEM222	ORGANIC CHEMISTRY II	3.00	B	9.00	BIO495	BIOLOGY SEMINAR	2.00	AB	7.00
	BIO254	CELL BIOLOGY	3.00	A	12.00	EPH261	CLASSICAL LITERATURE OF GREECE	4.00	B	12.00
	PHYS142	COLLEGE PHYSICS II	4.00	B	12.00	BIO492	PLANT BIOLOGY	4.00	B	12.00
	BIO230	HUMAN ANAT & PHYSIOLOGY I	3.00	A	12.00		Term GPA 3.071			Credit 14.00
	BIO231	HUMAN ANAT & PHYS I LAB	1.00	AB	3.50		Cum GPA 3.220			Credit 123.00
		Term GPA 3.500			Credit 15.00		Term Grd. Pts. 83.00			Cum Grd. Pts. 396.00
		Cum GPA 3.185			Credit 29.00		Summr 2006 --SESSION 2 (06/26/2006 to 08/04/2006)			
		Term Grd. Pts. 52.50			Cum Grd. Pts. 283.50		INDEPENDENT STUDY			Credit 1.00
		SUMMER 2005 --SESSION 1 (05/16/2005 to 06/24/2005)					Term GPA 3.000			Credit 1.00
	MATH151	CALCULUS I	4.00	B	12.00		Cum GPA 3.218			Credit 124.00
		Term GPA 3.940			Credit 4.00		Term Grd. Pts. 5.00			Cum Grd. Pts. 399.00
		Cum GPA 3.177			Credit 33.00					
		Term Grd. Pts. 12.00			Cum Grd. Pts. 295.50					

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Registrar

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Keene State College
229 Main Street, Box 2607
Keene, NH 03435-2607

0321553

Page: 3 of 3

ID number: ***-2398

Report Date: 20-Feb-2009
Course Description Hours Grade Points Course Description Hours Grade Points

SUMMER 2006 105/15/2006 to 09/04/2006
Transfer Credit
University of New Hampshire 003314 Credit 5.00
Term GPA 0.000 Credit 5.00
Cum GPA 3.218 Credit 129.00
Term Grd Pts 0.00 Cum Grd Pts 355.00

Degree Received: Bachelor of Science in 09/01/2006
Date Conferred: 09/02/2006
Majors: Biology
Honors: Nat Collegiate Scholar

End of official record.

[Signature]
Registrar

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**THE PRAXIS
S E R I E S™**

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

R 3724

0321553

DESIGNATED INSTITUTION SCORE REPORT

BACKGROUND INFORMATION

Examinee's Name:			
Candidate ID Number:	04686779	Social Security Num:	
		Sex:	F
		Date of Birth:	

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received:	KEENE STATE COLLEGE
Undergraduate Major:	BIOLOGY
Graduate Major:	LIFE SCIENCE EDUCATION
Educational Level:	EARNED BACHELOR'S DEGREE
GPA:	3.0 - 3.49

SCORE RECIPIENT INFORMATION

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE

NICOLE WASKIEWICZ
50 THIRD STREET
PROVIDENCE RI 02906

CURRENT TEST DATE		12/20/2008	
Test Code	Test Name	Examinee's Score	Possible Score Range
5710	C-PPST: READING	183	150 - 190
5720	C-PPST: WRITING	176	150 - 190
5730	C-PPST: MATHEMATICS	183	150 - 190

HIGHEST SCORE AS OF 01/03/2009

Test Date	Test Code	Test Name	Examinee's Highest Score	Possible Score Range
12/20/2008	5710	C-PPST: READING	183	150 - 190
12/20/2008	5720	C-PPST: WRITING	176	150 - 190
12/20/2008	5730	C-PPST: MATHEMATICS	183	150 - 190

MESSAGE CODES

R 3724



DETAILED INFORMATION FOR 12/20/2008 TEST DATE			
Test Category*	Raw Points Earned	Raw Points Available	Average Performance Range**
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: READING			
I. LITERAL COMPREHENSION	18	21	13 - 17
II. CRITICAL AND INFERENTIAL COMPREHENSION	18	19	12 - 17
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING			
I. GRAMMATICAL RELATIONSHIPS	10	14	7 - 10
II. STRUCTURAL RELATIONSHIPS	11	14	6 - 10
III. WORD CHOICES AND MECHANICS	8	10	4 - 7
IV. ESSAY	4	12	6 - 8
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS			
I. NUMBER AND OPERATIONS	10	13	7 - 11
II. ALGEBRA	6	8	3 - 5
III. GEOMETRY AND MEASUREMENT	9	9	4 - 7
IV. DATA ANALYSIS AND PROBABILITY	8	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 who took this form of test at the most recent national administration or other comparable time period. N/C means the 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.