



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

TEACHER EDUCATION PROGRAM APPLICATION FORM

Name: _____ Student I.D. #: 0411968 Date: 12/4/08

College 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

Gender: Male Female Date of Birth: 7/20/81

Degree: Undergrad 2nd Degree Estimated Date of Graduation: May 10

Teacher Education Program: Secondary Ed Major/Concentration: Social Science

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

PPST Scores: Reading: 181 3/08 Writing: 177 3/08 Mathematics: 195 3/08
Score Date Taken Score Date Taken Score Date Taken

Transcripts: RIC 1/09 Other CCRI 12/08 Other NR1 8/08
Date Name of College/University Date Name of College/University Date

Admission to RIC: Fall 07 # of Credits Completed: 97 GPA: 3.64 FNED 346: A
Date

of Credits in Major Completed: 43 Major GPA: 3.597 overall; 3.4 in major
Grade

Completion of RIC Writing Requirement: Fall 07 Completion of RIC Math Requirement: Fall 07
Date Date

Reference Forms
 Faculty: Dr Joyce Steves Fall 07 Supervisor: Gail Sneath-Montino Fall 07
Name (Please Print) Date Name (Please Print) Date

Career Commitment Essay and Scoring Rubric: Fall 08 13 Technology Competency: Spring 08
Date Score Date

DEPARTMENT RECOMMENDATION

Admit Denied ADVISOR: Ellen Bigler

Please describe conditions/reasons: _____

Ellen Bigler 1/13/09
Signature of Admissions Committee Member Date
[Signature] 1/14/09 [Signature] 1-16-09
Signature of Department Chair Date Signature of Associate Dean Date



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

Name:

Student ID: 0411968

Address:

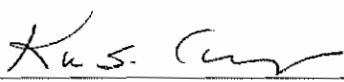
Phone:

Program: Secondary Education - (Undergraduate Student)

Major: Social Science

Ellen Bigler
Name of Advisor

01/16/2009
Date


Signature of Associate Dean

January 16, 2009



RHODE ISLAND
COLLEGE

0411968

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/Social Science 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. Ellen Bigler, at 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. Ellen Bigler

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 DISPOSITION REFERENCE FORM

FNED 346 Service Learning Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: _____ ID #: 0411968 Telephone #: _____

Teacher Preparation Program: FNED 346 Major/Concentration: Social Science

Name of Evaluator: Gail Sneed-Montino Position of Evaluator: Teacher

Professional Address of Evaluator: Robert Bailey School, 65 Gordon Ave. 02905

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: Gail Sneed-Montino Date: 12/10/07

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 #: 0411968 Telephone #: _____

Teacher Preparation Program: FNED - 346 Major/Concentration: Secondary Ed / Social Science

Name of Evaluator: Dr. Joyce Stevas Position of Evaluator: Teacher FNED 346

Professional Address of Evaluator: HBS-207-3

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

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

Signature of Evaluator: Joyce L. Stevas Date: 12/13/07

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.

0411968

ID: Justin Winward

Report Manager

Rhode Island College
 Rhode Island College
 Identifying Code: RICOL
 Name :
 Student ID: 0411968
 SSN :
 Print Date : 2009-01-12

major GPA is figured on back

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

Program : Ugrad Degree General College
 2007-08-29 : SE Undecided-IM Major
 2008-12-18 : SE Social Science-IM Major

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

Fall 2007

FNED	346	Schooling in a Democratic Soc	4.00	4.00	A	16.000
GEOG	<u>400</u>	Regional Geography	3.00	3.00	B+	9.990
HIST	161	Western History	4.00	4.00	B+	13.320
HIST	162	Perspectives on East Asia	4.00	0.00	W	

Transfer Credit from Community College of Rhode Island

Applied Toward Ugrad Degree General College Program

BIOL	112	Introductory Biology II	4.00	4.00	T	
COMM	246	Television Production	3.00	3.00	T	
ENGL	161	Western Literature	3.00	3.00	T	
HIST	<u>201</u>	United States History to 1877	3.00	3.00	T	
HIST	<u>202</u>	U.S. History 1877-Present	3.00	3.00	T	
PHYS	101	General Physics I	4.00	4.00	T	
XFER	999	Elective	3.00	3.00	T	
XFER	999	Elective	3.00	3.00	T	
XFER	999	Elective	3.00	3.00	T	
Course Trans GPA: 0.000			Transfer Totals :	29.00	29.00	0.000

Transfer Credit from University of Rhode Island

Applied Toward Ugrad Degree General College Program

COLL	101	The College Experience	1.00	1.00	T	
MATH	209	Precalculus Mathematics	4.00	4.00	T	
PHIL	205	Introduction to Logic	3.00	3.00	T	
<u>SOC</u>	200	Society And Social Behavior	3.00	3.00	T	
WRTG	100	Writing and Rhetoric	3.00	3.00	T	

XFER	999	Elective	4.00	4.00	T	
XFER	999	Elective	3.00	3.00	T	
XFER	999	Elective	3.00	3.00	T	
XFER	999	Elective	4.00	4.00	T	
XFER	999	Elective	4.00	4.00	T	

Course Trans GPA: 0.000 Transfer Totals : 32.00 32.00 0.000

TERM GPA : 3.574 TERM TOTALS : 15.00 11.00 39.310

CUM GPA : 3.574 CUM TOTALS : 15.00 72.00 39.310

Spring 2008

ECON	214	Principles of Microeconomics	3.00	0.00	W	
HIST	325	America Since 1945	3.00	3.00	A-	11.010
HIST	342	Islam&Politics In Mod History	3.00	3.00	A-	11.010
INST	100	FSEHD Tech Competency Test		0.00	S	
POL	202	American Government	3.00	3.00	A-	11.010
POL	203	Global Politics	3.00	3.00	B	9.000

TERM GPA : 3.503 TERM TOTALS : 15.00 12.00 42.030

CUM GPA : 3.537 CUM TOTALS : 30.00 84.00 81.340

Dean's List

Summer 2008

ANTH	101	Intro To Cultural Anthropology	3.00	3.00	A-	11.010
HIST	162	Perspectives on East Asia	4.00	4.00	A-	14.680
ECON	200	Introduction to Economics	3.00	3.00	A	12.000
MATH	139	Contemporary Topics in Math	3.00	3.00	A	12.000

TERM GPA : 3.822 TERM TOTALS : 13.00 13.00 49.690

CUM GPA : 3.640 CUM TOTALS : 43.00 97.00 131.030

Fall 2008

ANTH	424	Reg Studies:North Amer Indians	3.00	3.00	B	9.000
HIST	200	Nature of Historical Inquiry	4.00	4.00	A	16.000
HIST	310	Twentieth Century Europe	3.00	3.00	B+	9.990
POL	208	Intro to the Law	3.00	3.00	B	9.000
SOC	208	Minority Group Relations	3.00	3.00	A	12.000

TERM GPA : 3.499 TERM TOTALS : 16.00 16.00 55.990

CUM GPA : 3.597 CUM TOTALS : 59.00 113.00 187.020

Dean's List

Spring 2009

AFAM	262	Critical Iss in Contemp Africa	4.00		
ANTH	301	Women in World Perspective	3.00		
CEP	315	Educational Psychology	4.00		
POL	316	Modern Western Political Thght	3.00		
TERM GPA :		0.000	TERM TOTALS :	0.00	0.000
CUM GPA :		3.597	CUM TOTALS :	59.00	113.00
					187.020

Undergraduate Career Totals

CUM GPA :		3.597	CUM TOTALS :	59.00	113.00
					187.020

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

College Mathematics Requirement

Milestone Status: Completed

Course Taken - Completed

College Writing Requirement

Milestone Status: Completed

Course Taken - Completed

3 B 9
 3 C 6
 3 B+ 9.99
 3 A- 11.01
 3 A- 11.01
 3 A- 11.01
 3 B 9
 3 A- 11.01
 3 A 12
 3 B 9 99
 4 A 16
 3 B+ 11.01
 3 B 9
 3 A 12

43

3.4
 43 | 147
 129

 180
 172

3.4

UNIVERSITY OF RHODE ISLAND

The Office of Enrollment Services
Kingston, RI 02881

Class 03

08/14/08 Page 1

Current Program COMPUTER SCIENCE
Degree Objective BACHELOR OF SCIENCE
Second Program
Deg. Obj. 2cd Prg.

Student Name
Identification Number
Date of Birth JULY 20, 1981
Previous Name

Course Title	Course Code	Credit	Mk	Msg	Course Title	Course Code	Credit	Mk	Msg	Course Title	Course Code	Credit	Mk	Msg
ADMITTED FROM														
SCITUATE JR-SR HS	NORTH SCITUATE RI			FALL 1999										
UNIVERSITY COLLEGE														
SRVY-COMPUTER SCIENCE	CSC 110	4.0	B-											
INTRO COMPUTER PROG	CSC 201	4.0	A											
PRECALCULUS	MTH 111	3.0	B											
TRADITION & TRANSFORM	URI 101	1.0	A-	#										
COMPOSITION	WRT 101	3.0	B											
SEM ERND	15.0 AVE	3.23												
CUM ERND	15.0 AVE	3.23												
UNIVERSITY COLLEGE														
UNIVERSITY COLLEGE														
INTRO PROG & DESIGN	CSC 211	4.0	D	SPRG 2000										
INTR CALC W/ANLY GEOM	MTH 141	4.0	D											
INTR TO MUSIC	MUS 101	3.0	D+											
LOGIC-PRIN REAS	PHL 101	3.0	C											
GENERAL SOCIOLOGY	SOC 100	3.0	C+											
SEM ERND	17.0 AVE	1.46												
CUM ERND	32.0 AVE	2.29												
UNIVERSITY COLLEGE														
UNIVERSITY COLLEGE														
DATA STRUCT & ABSTRAC	CSC 212	4.0	F	FALL 2000										
ELEMENTARY PHYSICS I	PHY 203	3.0	NW											
ELEM PHYSICS LAB I	PHY 273	1.0	NW											
SEM ERND	0.0 AVE	0.00												
CUM ERND	32.0 AVE	2.04												
# SUPPORTED BY THE FEINSTEIN ENRICHING AMERICA PROGRAM ENDORSEMENT														

TRANSFER CREDIT 36.0
Quality Point Average 73.30
Average 2.04
CREDITS EARNED 32.0

CUMULATIVE DATA

ADMIN UNIT UC PROGRAM 1 AS 022 BOS



COMMUNITY COLLEGE OF RHODE ISLAND
ACADEMIC TRANSCRIPT

Office of Enrollment Services
401-925-2003

Student No:
 Record of:
 Current Name:

Date issued: 10-DEC-2008
OFF:

Page: 1

Course Level: Undergraduate
High School: Scituate High School 30-JUN-1999

Current Program Major: General Studies

SUBJ NO. COURSE TITLE CRED GRD PTS R

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

Univ Rhode Island
COWI 1240 Obj Crnt Prg 3.00 T
ENGL 1010 Composition I 3.00 T
MATH 1900 Pre-Calculus Math 3.00 T
PHIL 2040 Logic 3.00 T
SOC 1010 General Sociology 3.00 T
Ehrs: 15.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

INSTITUTION CREDIT:

Fall 2001
ARTS 1810 Photography I 3.00 A 12.00
HIST 1220 History US From 1877 3.00 B 9.00
PHYS 1030 General Physics I 4.00 C 8.00
SPCH 1200 Intr Jv: Production I 3.00 A 12.00
Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 41.00 GPA: 3.15
Spring 2002
ARTS 1820 Photography II 3.00 C 6.00
BIOL 1001 Intro Biology: Organismal 4.00 B 12.00
HIST 1210 History US To 1877 3.00 C 6.00
PHYS 1040 General Physics II 4.00 WF 0.00
Ehrs: 10.00 GPA-Hrs: 10.00 QPts: 24.00 GPA: 2.40

Summer 2002
ENGL 1200 Macro To Literature 3.00 W 0.00
ENGL 2040 Wld Lit Frm 16th Cent 3.00 B 9.00
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 9.00 GPA: 3.00
***** CONTINUED ON NEXT COLUMN *****

John P. [Signature]
ASSA DEPT OF ENROLLMENT SERVICES

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information continued:

Fall 2002
ARTS 1840 Digital Imaging I 3.00 W 0.00
ENGL 1210 Film As Literature 3.00 WF 0.00
PHIL 2040 Logic 3.00 W 0.00
PSYC 2010 General psychology 3.00 C 6.00
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 6.00 GPA: 2.00
Spring 2003
ARTS 2820 Photography III 3.00 NA 0.00
PHYS 1040 General Physics II 4.00 WF 0.00
PSYC 2030 Developmental Psych 3.00 WF 0.00
PSYC 2110 Abnormal Psychology 3.00 WF 0.00
Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Fall 2003
ENGL 1210 Film As Literature 3.00 A 12.00
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00
Spring 2004
ENGL 1250 Read In Short Story 3.00 WF 0.00
TRVL 1010 Intro: Travel & Tourism 3.00 WF 0.00
Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00
***** TRANSCRIPT TOTALS *****
Earned Hrs GPA Hrs Points GPA

OVERALL 47.00 32.00 92.00 2.87
***** END OF TRANSCRIPT *****

0411968

1 (160)

Career Commitment Essay

STUDENT = 160

	Mean
FINAL ESSAY SCORE	3.0000

a. STUDENT = 160

Mdy
10-14-08

Until recently teaching had not been a viable career path for me. My mother had worked a corporate job since she graduated high school while my father had been a factory worker. With the exception of my grandmother, who was a secretary, no one in my extended family choose a career path in education. That changed when I met a new girlfriend and her family. Everyone in her family seemed to be involved one way or another in the school system. Some were teachers while others were administrators. It opened my eyes to a new possible career path, and starting this past fall I enrolled back into college to pursue it. The FNED program cemented my belief that after a long struggle to find out what I wanted to do with my life, teaching is what I want to do. In this essay I will briefly explain how my FNED experience along with my life long passion of travel are the building blocks needed for me to one day become a successful social science teacher.

As with most students, the day in FNED when the community service project was discussed took me back. How was I going to be able to manage the extra time in an already hectic schedule? In the end I ended up going for over 35 hours of service, double what was to be expected for the class. I enjoyed the program so much I continued to go even after my semester was done. My initial experience in the classroom was a unique one. I am hoping one day to be a middle or high school social science teacher and I want to challenge emerging young adults to look outside their own situation and through the social sciences I think I can do it. However, I ended up being placed in a fifth grade ESL class with a special needs student who was performing at a 1st grade level. My teacher situation was also unique. I had a teacher who was new to teaching the 5th grade and was overwhelmed. I ended up working with a lot of substitute teachers one of which became the permanent sub when the original teacher went out on a stress leave. I watched the classroom go from pure chaos to a wonderful learning environment. I watched the walls go from being bare to being covered with students' work. Most importantly I watched children go from

typical inner city statistics who had little chance to succeed to students who were being pushed to perform up to their potential.

In my FNED class inner city schools were all too often discussed and debated. Do these children have any chance to succeed was a reoccurring debate. According to the context paper we had to do concerning the school and its surrounding neighborhood, this school in the lower south side of Providence was one of the most difficult schools to receive a successful foundation for further education. This reality overcame the original teacher and at first I had little hope for the children. However, once the permanent sub became the permanent teacher my whole perspective changed. Where the original teacher was not even able to lead the students through the hallways without another teacher coming out of their room to see what the noise was, nevertheless create a learning environment, this new teacher was producing tangible results with the students. It made me realize the potential for all children to become students who can perform up to their potential. There is the reality that many of those children were up against unfavorable odds to succeed, but with a good teacher success could be within their grasp.

My service learning project also taught me the value of professional collaboration. With my first teacher there was little collaboration. Most of the time I walked in picked up a designated folder and went to work with the student who was already segregated from the class. This changed dramatically with the new teacher. We often collaborated and found out what the best way to use my talents was and which children could benefit most from them. This contributed greatly to the overall learning environment for the children. This taught me that I needed to continue to further these professional collaboration skills now, while still in college, and also once I reach the school I teach in. I now make a great effort to keep many of my good teachers close to help further my development into a good teacher myself and await the opportunity to meet the good ones that populate the school I one day hope to work at.

While teaching as a career was not always something clear to me, traveling as a passion was. I am not the kind of traveler who finds a beach and lies out all day with a drink. I want to see it all and experience as much of their culture as possible. As a traveler I am someone who seeks out an understanding of other peoples' cultures and beliefs to expand my own. Simple things such as food and customs can be vastly different from place to place and going out and seeing, touching, interacting, and even tasting these aspects of culture provides one with an experience greater than what a picture in a book can provide. These experiences should allow me to not only teach a lesson but to give some perspective on the topic. Over this past summer I traveled to Egypt and Alaska and both were extreme learning experiences. From the heat of the desert and the culture shock of Islamic Culture to the frigidness of the glaciers and the remoteness one can only know in Alaska, the two allowed me to have a greater world perspective. One day as a teacher I will be able to use these experiences, among many other travel experiences, along with the perspective gained from them to help teach the social sciences to high school students to hopefully challenge them to have similar experiences of stepping out of their own routine to experience and embrace different cultures.

Through this essay I believe I have demonstrated that I possess the building blocks to one day become a good teacher. Through the Feinstein School I could further refine and expand my abilities so that one day I will be able to enrich my students' lives as much as they will mine.



THE PRAXIS SERIES™

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

R 3724

0411968

DESIGNATED INSTITUTION SCORE REPORT

BACKGROUND INFORMATION

Examinee's Name:			
Candidate ID Number:	04489567	Social Security Number:	Sex: M Date of Birth: 07/20/1981

EDUCATIONAL INFORMATION

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

SCORE RECIPIENT INFORMATION

Code #	Recipient Name
R 3724	RHODE ISLAND COLLEGE

JUSTIN WINHARD
360 NORTH ROAD
HOPE RI 02831

CURRENT TEST DATE:		03/11/2008	
Test Code	Test Name	Examinee's Score	Possible Score Range
5710	C-PPST: READING	181	150 - 190
5720	C-PPST: WRITING	177	150 - 190
5730	C-PPST: MATHEMATICS	185	150 - 190

HIGHEST SCORE AS OF 03/22/2008

Test Date	Test Code	Test Name	Examinee's Highest Score	Possible Score Range
03/11/2008	5710	C-PPST: READING	181	150 - 190
03/11/2008	5720	C-PPST: WRITING	177	150 - 190
03/11/2008	5730	C-PPST: MATHEMATICS	185	150 - 190

MESSAGE CODES

R 3724



AD03 COPY AD03 COPY AD03 COPY

DETAILED INFORMATION FOR 03/11/2008 **TEST DATE**

Test Category *	Raw Points Earned	Raw Points Available	Average Performance Range **
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: READING I. CRITICAL AND INFERENTIAL COMPREHENSION II. LITERAL COMPREHENSION	19 15	21 19	13 - 18 12 - 16
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING I. GRAMMATICAL RELATIONSHIPS II. STRUCTURAL RELATIONSHIPS III. WORD CHOICES AND MECHANICS IV. ESSAY	9 10 6 8	12 14 12 12	5 - 9 7 - 11 6 - 9 6 - 8
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS I. NUMBER AND OPERATIONS II. ALGEBRA III. GEOMETRY AND MEASUREMENT IV. DATA ANALYSIS AND PROBABILITY	12 6 8 10	13 8 9 10	6 - 11 5 - 8 3 - 7 6 - 9
(Empty)	(Empty)	(Empty)	(Empty)
(Empty)	(Empty)	(Empty)	(Empty)
(Empty)	(Empty)	(Empty)	(Empty)

* 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 test 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 section not taken and, therefore, the information is not applicable.