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- <http://www.freewebs.com/sjfelectport/> *

ERB Comprehensive
Testing
Program 4

Teacher: Tenth English Honors
School: Radnor High School
Grade: 10
Student: Frey, Samuel J.

Individual Subscore Report
Test Date: 10/06
No. of Students Tested: 98
Norm: Fall

The table immediately below compares the student's scores on each test with the scores of one or more "norm groups." "Percentile rank" is the percentage of students in the norm group who scored lower than this student. (It is not the same as the percentage of the questions on the test that this student answered correctly.) "Stamine" refers to a division of the norm group into nine score categories, from 1 (lowest) to 9 (highest).

The graph in the lower half of the page shows the percentage of the possible points on the test that the student earned. On most tests, this is simply the percentage of questions answered correctly. (It is not the same as the student's percentile rank.)

Test	National Norm Group		Suburban Public Schools		Independent Schools	
	%ile rank	Stamine	%ile rank	Stamine	%ile rank	Stamine
Verbal Reasoning	97	9	84	7	73	6
Vocabulary	87	7	66	6	45	5
Reading Comprehension	82	7	61	6	41	5
Writing Mechanics	95	8	79	7	68	6
Writing Concepts & Skills	99	9	98	9	94	8
Quantitative Reasoning	99	9	97	9	95	8
Mathematics I&2	99	9	93	8	87	7
Algebra I	-	-	-	-	-	-

As the graph below: ● = Student ◻ = Norm Groups

Percentage of Maximum Possible Points

Tests	Points Possible	Points Earned	%
Content Categories	65	59	91%
Verbal Reasoning	14	11	79%
Analogical Reasoning	12	10	83%
Categorical Reasoning	18	18	100%
Logical Reasoning	35	23	66%
Vocabulary	18	13	72%
Word Meanings	8	5	63%
Precision	9	7	78%
Application	27	27	100%
Reading Comprehension	27	27	100%
Explicit Information	15	12	80%
Inference	10	7	70%
Analysis	12	8	67%
Writing Mechanics	45	39	87%
Spelling/CAPS/Punctuation	27	14	52%
Usage	23	20	87%
Writing Concepts & Skills	50	45	90%
Organization	16	14	88%
Purpose, Audience, Focus	8	7	88%
Supporting Details	15	14	93%
Style and Craft	11	10	91%
Quantitative Reasoning	50	41	82%
Comparison	15	11	73%
Estimation/Generalizations	22	19	86%
Analysis	13	11	85%
Mathematics I&2	84	64	76%
Numerical and Number Relationships	14	9	64%
Geometry and Spatial Sense	25	20	80%
Data Anal., Stat. & Probability	13	10	77%
Algebra	32	24	75%
Conceptual Understanding	28	20	71%
Procedural Knowledge	28	23	82%
Problem Solving	28	21	75%
Algebra I			

1. Constructed Response. See Score Report Folder for explanation.
- Test not taken.

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Electronic Career Portfolio

Andrew Ju
Biomedical/Medical Engineering
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Vision

- I believe that in order for one to achieve one must work hard and make good choices. If one does not work hard, one will not be experienced enough to know how to work on challenging situations. Also, if one does not make good choices, challenging decisions could prove fatal.

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Career Goals

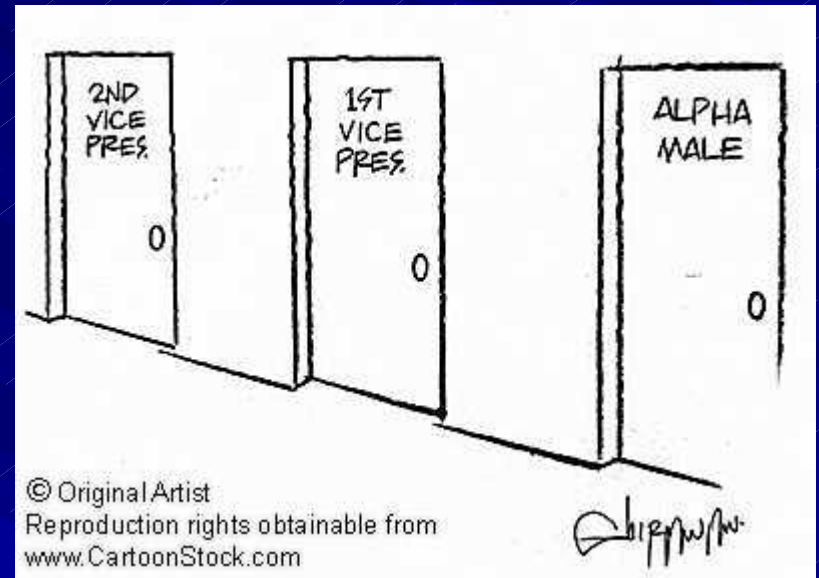
- My career interests and goals begin and end with math and science. My favorite recreational activities were and are sports, and when one mixes the three together one gets biomedical/medical engineering. I am taking a Introduction to Engineering Honors class next year.
- To learn how to apply my skills to biomedical engineering I would apply to help at local hospitals as well as medical engineering companies

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Career Goals Continued

- I hope to obtain a job, anywhere from errand-boy to project manager, at a medicinal or engineering company while attending college. I hope to one day work myself up to the top of such a company by my middle or late working years.

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My School Courses

Radnor Senior High School

Integrated Western Civilization Honors

Pre-Calculus Honors

Biology Honors

Essentials of Cooking

Spanish 2 Honors

Office Applications

9th Grade Physical Education

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Resume Introduction

My resume seeks to provide evidence confirming that I will make a good biomedical/medical engineer, and that I will excel in my interest area. You may notice that in my resume, it mentions a no absence award. The no absences award symbolizes that I am a hard worker. I do many extra-curricular sports.

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College Course Examples

Yale University

- BENG 090a. Stem Cells: Science and Politics
- BENG 100b. Frontiers of Biomedical Engineering
- BENG 350aG. Physiological Systems
- BENG 351a. Biomedical Engineering I: Quantitative Physiology
- BENG 434a. Biomaterials

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College Requirements

C or higher in math 140, 141, Bio 090

or 350b, and Phys. 211

>3.00 GPA: Entrance Guaranteed

with the previously listed courses

Minimum of 2.00 GPA required

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Employment Examples

Usually works with the military

Top Salary- \$142,000/yr

- Production Engineer
- Product Safety Engineer
- Industrial Mechanical Engineer
- Civil Engineering Technician
- Electric Engineer
- Verification and Validation Engineer

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Places Biomedical/Medical Engineers Might Work

Abratech Corporation

Accelry's, Inc.

Acculmage Diagnostics Corporation

Advanced Magnetics

Advanced Mechanical Technology, Inc.

Aesthetic Concerns Prosthetics

Aksys

Algotec

All Imaging Systems

A Lung Technologies

Ambassador Medical

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Common Requirements for Biomedical/Medical Engineers

At Least 4 yrs. in school

4 yrs. in employment

Various Degrees

(Masters, Bachelor, PhD)

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Sources

<http://www.eng.yale.edu/content/DPBiomedicalEngineering.asp>

http://en.wikipedia.org/wiki/Yale_University

<http://www.bmecentral.com/company/index.php?criteria=name>

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