

Table of Contents—Aerospace Engineering

- [Title Page](#)
 - [Vision](#)
 - [Career Goals](#)
 - [Career Goals Continued](#)
 - [My School Courses](#) *
 - [Resume Introduction](#)
 - [Letter of Application](#)
 - [Resume](#)
 - [College Course Examples](#)
 - [College Requirements](#)
 - [Employment Examples](#)
 - [Places Aerospace Engineers Might Work](#)
 - [Common Requirements for Aerospace Engineers](#)
 - [Sources](#)
 - [My Website](#)
- <http://www.freewebs.com/sjfelectport/> *

ERB Comprehensive Testing Program 4
Educational Records Bureau

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: Tall

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 1&2	99	9	95	8	87	7
Algebra 1	-	-	-	-	-	-

As the graph below: ◆ = Student ◻ = Norm Group

Tests	Points Possible	Points Earned	%
Content Categories	65	59	91%
Verbal Reasoning	14	11	79%
Analogical Reasoning	12	10	83%
Categorical Reasoning	18	16	89%
Logical Reasoning	35	23	66%
Vocabulary	18	13	72%
Word Meanings	8	5	63%
Precision	9	7	78%
Application	27	27	100%
Reading Comprehension	15	12	80%
Explicit Information	10	7	70%
Inference	11	8	73%
Analysis	46	26	56%
Writing Mechanics	27	14	52%
Spelling/CAPS/Punctuation	23	20	87%
Usage	50	45	90%
Writing Concepts & Skills	16	14	88%
Organization	8	7	88%
Purpose, Audience, Focus	15	14	93%
Supporting Details	11	10	91%
Style and Craft	50	41	82%
Quantitative Reasoning	15	11	73%
Comparison	22	19	86%
Extremes-to-Generalizations	13	11	85%
Analysis	84	64	76%
Mathematics 1&2	14	9	64%
Numbers and Number Relationships	25	20	80%
Geometry and Spatial Sense	13	10	77%
Area, Area, Area, & Probability	22	14	64%
Algebra	28	20	71%
Conceptual Understanding	28	23	82%
Procedural Knowledge	28	21	75%
Problem Solving	28	21	75%
Algebra 1	-	-	-

◆ Constructed Response. See Score Report Folder for explanation.
 ◻ Test not taken.

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Electronic Career Portfolio

Steve Kim

Pre-Medicine Studies

Table of Contents—Pre-Medicine
Studies

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.

[Table of Contents—Pre-Medicine Studies](#)



Career Goals

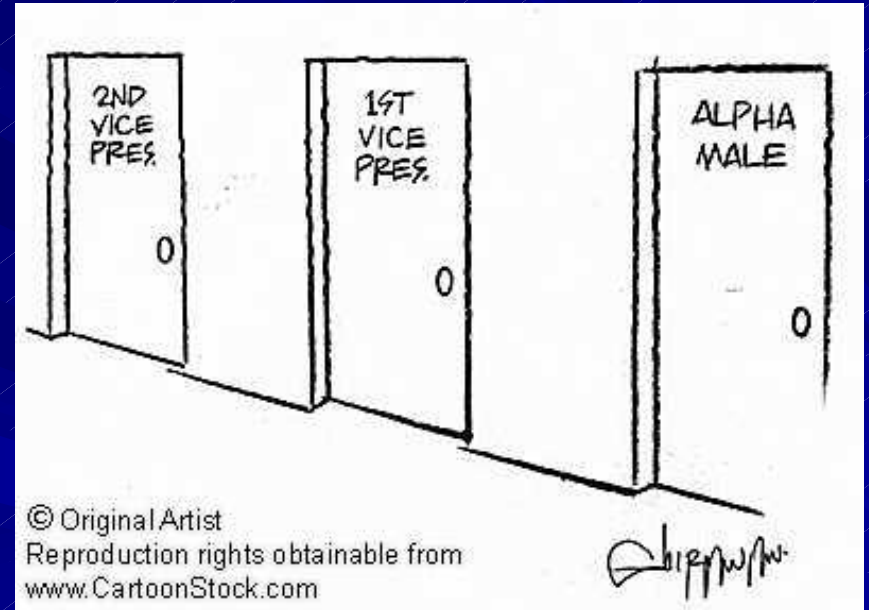
- My career interests and goals begin and end with medicine. I love to help people out their problems whether it be physical or mental pain. It would be my goal to help individuals return to physical or mental form as soon as possible.
- To learn how to become a doctor I would volunteer at hospitals as an intern to learn about how a hospital works. I would even volunteer at a family care facility to learn about the different procedures of becoming a doctor.

Table of Contents—Pre-Medical Studies

Career Goals Continued

- I hope to obtain a job, anywhere from helping a patient to helping a doctor perform a task. I would love to help make people heal quicker and to lessen their pain.

[Table of Contents—](#)
[Pre-Medical Studies](#)



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My School Courses

Radnor Senior High School

Western Civilization Honors

Biology Honors

P.S.C Geometry Honors

English Honors

Spanish 2 Honors

Computer Graphics

Office Applications

Essentials of Cooking

9th Grade Physical Education

Table of Contents—Pre-Medical Studies

Resume Introduction

My resume seeks to provide evidence confirming that I will make a good medical doctor that I will excel in my interest area. You may notice that I have the credentials to become a pre-medical major and any university.

Table of Contents—Pre-Medical Studies

College Course Examples

New York University

- English—six semester hours* (two years are recommended)
- Inorganic Chemistry—a minimum of six semester hours (including laboratory)
- Organic Chemistry—a minimum of six semester hours (including laboratory)
- General Physics—a minimum of six semester hours (including laboratory)
- General Biology or Zoology—a minimum of six semester hours (including laboratory) * *A semester hour is calculated as one hour of classroom or two hours of laboratory work each week for a full semester.*

Table of Contents—Aerospace Engineering

College Requirements

C or higher in math 140, 141, Chem

012 or 17, and Phys. 211

>3.00 GPA: Entrance Guaranteed

with the previously listed courses

Minimum of 2.00 GPA required

Table of Contents—Pre-Medical Studies



Employment Examples

Usually works with a hospital or family care

Top Salary- \$170,600/yr

- Physical Assistants
- Podiatrists
- Registered Nurses
- Surgeons
- Veterinarians

[Table of Contents—Aerospace Engineering](#)

Places Pre-Medical Majors Might Work

- University of Pennsylvania Hospital
- Children's Hospital of Philadelphia
- Thomas Jefferson University Hospital
- Nova Physical Therapy

[Table of Contents—Aerospace Engineering](#)

Common Requirements for Pre-Medical Majors

Course

- 1 Year of General Chemistry with Lab
 - 1 Year of Organic Chemistry with Lab
 - 1 Year of Principles of Biology with Lab
 - 1 Year of General Physics with Lab (Note: Physics Majors take Physics I, II, & III rather than General Physics I & II)
 - 1 Year of English (Writing the Essay & an Elective)
 - 1 Semester to 1 Year of Math (Calculus I or higher)
- GPA of at least 3.5

Table of Contents—Aerospace Engineering

Sources

<http://www.princetonreview.com/medical/research/articles/criteria/prereqs.asp>

[Table of Contents—Aerospace Engineering](#)