Florida A&M University, College of Education, Elementary Teacher Education Program

Admission Status Report (Summer 2009)

Purpose
Admission Status Report is produced each semester by the Center for Academic Success (CAS) for the express interest of Department Chairs seeking summative information regarding General Education GPA, FTCE-General Knowledge Test proficiency, and Communication/Critical Thinking Skills of perspective candidates in quest for admission to a teacher education program (TEP)

<table>
<thead>
<tr>
<th>Grade Point Average (General Education Courses)</th>
<th>Targeted (2 pts)</th>
<th>Acceptable (1 pt)</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA (1, 100%) Candidates entering Student Teaching with a 3.25 to 4.0 GPA (cumulative)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA (1, 100%) Candidates entering Student Teaching with a 2.5 to 3.24 GPA (cumulative)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>GPA (1, 100%) Candidates entering Student Teaching with a 2.49 GPA (cumulative) or below</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Florida Teacher Certification Exam or CLAST</th>
<th>Targeted (2 pts)</th>
<th>Conditional (1 pt)</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTCE-GKT/CLAST (1, 100%) The perspective candidate has successfully completed all portions of the FTCE-GKT or the CLAST</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTCE-GKT/CLAST (1, 100%) The perspective candidate has successfully completed all but one (1) portion of the FTCE-GKT or the CLAST to meet conditional admission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTCE-GKT/CLAST (1, 100%) The perspective candidate has not successfully completed all portions of the FTCE-GKT or the CLAST, nor meets the conditional admission requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interview Scoring

I. Presentation Skills:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Favorable (3)</th>
<th>Accepted (2)</th>
<th>Marginal (1)</th>
<th>Unaccepted (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grooming</td>
<td>Professional dress</td>
<td>Business casual dress</td>
<td>Casual dress</td>
<td>Inappropriate dress</td>
</tr>
</tbody>
</table>
### II. Oral Communication Skills:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Favorable (3)</th>
<th>Accepted (2)</th>
<th>Marginal (1)</th>
<th>Unaccepted (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Organization</td>
<td>Well structured</td>
<td>Adequately organized</td>
<td>Minimally organized</td>
<td>Rambling and Disorganized</td>
</tr>
<tr>
<td>Pronunciation/Enunciation</td>
<td>Very clear and distinct diction</td>
<td>Clear and distinct diction</td>
<td>Slightly slurred diction</td>
<td>Indistinguishable diction</td>
</tr>
<tr>
<td>Grammar Usage</td>
<td>Correct grammar usage</td>
<td>Few grammar errors</td>
<td>Grammatical errors exceed 3</td>
<td>Incorrect grammar usage</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### III. Critical Thinking Skills:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Favorable (3)</th>
<th>Accepted (2)</th>
<th>Marginal (1)</th>
<th>Unaccepted (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question One</td>
<td>Accurately and thoroughly Interprets all components of question</td>
<td>Interprets most components of question</td>
<td>Interprets some components of question</td>
<td>Misinterprets question</td>
</tr>
<tr>
<td>Question Two</td>
<td>Thoroughly explains assumptions and reasons</td>
<td>Explains assumptions and reasons</td>
<td>Rarely explains reasons</td>
<td>Does not explains reasons</td>
</tr>
<tr>
<td>Question Three</td>
<td>Draws meaningful, Warranted conclusions</td>
<td>Draws warranted conclusions</td>
<td>Draws few warranted conclusions</td>
<td>Draws unwarranted or fallacious conclusions</td>
</tr>
<tr>
<td>Question Four</td>
<td>Justifies inferences and opinions</td>
<td>Explains inferences, and opinions</td>
<td>Rarely explains inferences and opinions</td>
<td>Does not explains inferences and opinions</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>----------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Question Five</td>
<td>Shows significant degrees of logical reasoning and creativity in the responses</td>
<td>Shows logical reasoning and creativity in the responses</td>
<td>Shows minimal reasons and creativity in the responses</td>
<td>Shows no logical reasoning and creativity in the responses</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

### III. Written Communication Skills:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Favorable (3)</th>
<th>Accepted (2)</th>
<th>Marginal (1)</th>
<th>Unaccepted (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Verb Agreement</td>
<td>Correct Subject/Verb agreement</td>
<td>Few Subject/Verb agreement errors</td>
<td>Subject/Verb agreement errors exceed three</td>
<td>Incorrect Subject/Verb agreement</td>
</tr>
<tr>
<td>Spelling</td>
<td>Correct spelling</td>
<td>Few spelling errors</td>
<td>Spelling errors exceed three</td>
<td>Incorrect spelling</td>
</tr>
<tr>
<td>Verb Tense Conjugation</td>
<td>Correct Verb Tense Conjugation</td>
<td>Few Verb Tense Conjugation errors</td>
<td>Verb Tense Conjugation errors exceed three</td>
<td>Incorrect Verb Tense Conjugation</td>
</tr>
<tr>
<td>Punctuation</td>
<td>Correct Punctuation</td>
<td>Few Punctuation errors</td>
<td>Punctuation errors exceed three</td>
<td>Incorrect Punctuation</td>
</tr>
<tr>
<td>Organization</td>
<td>Well organized</td>
<td>Adequately organized</td>
<td>Some what organized</td>
<td>Not organized</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>