



ETS Proficiency Profile 2015-2016 (Senior Exit Test)

Office of Institutional Effectiveness
June 27, 2016

Andrews University

ETS® Proficiency Profile 2015-2016

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ETS Proficiency Profile 2015-2016

Summary of Scaled Scores

To show the ability of the group taking the test

Cohort Name: Summer 2015-Spring 2016 Combined

Student Level: All Seniors

Test Description: Standard Form B

Number of students tested: 357

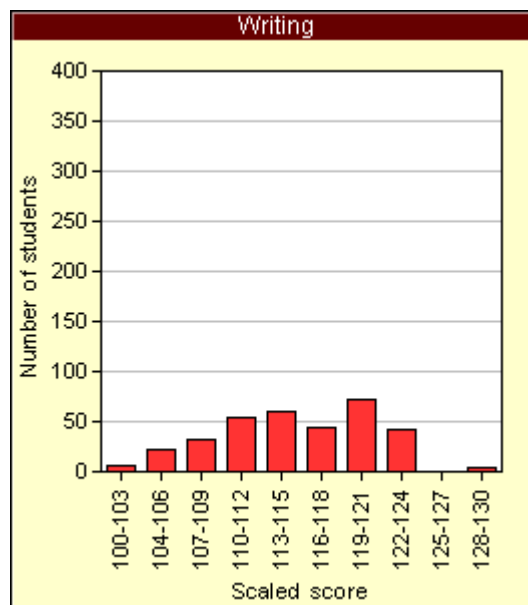
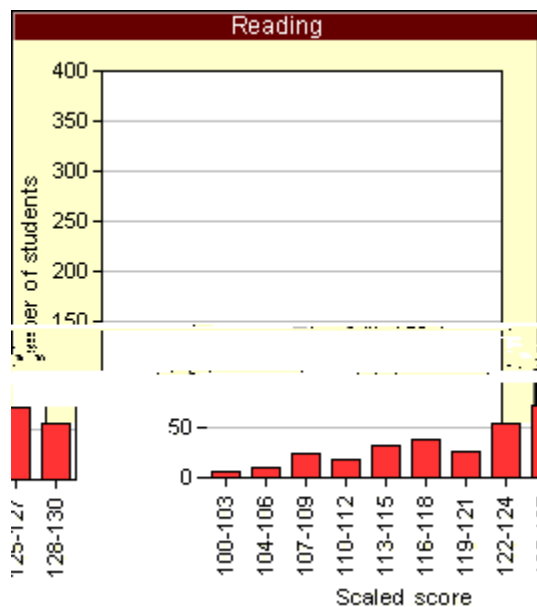
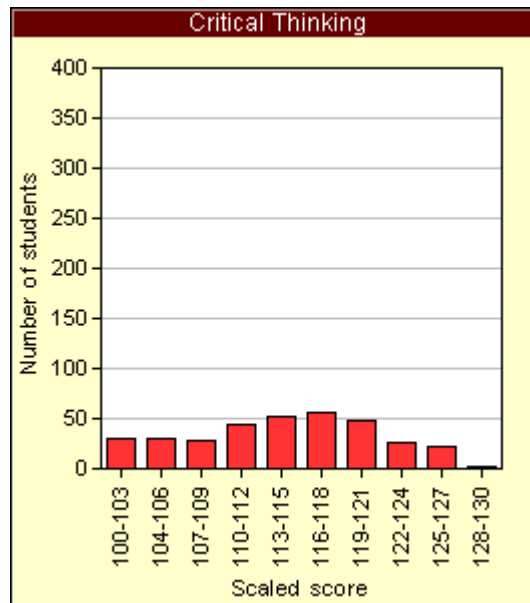
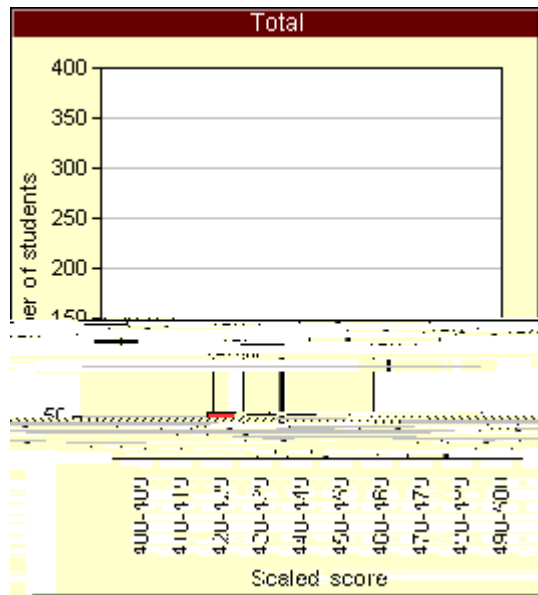
Number of students included in these statistics: 342

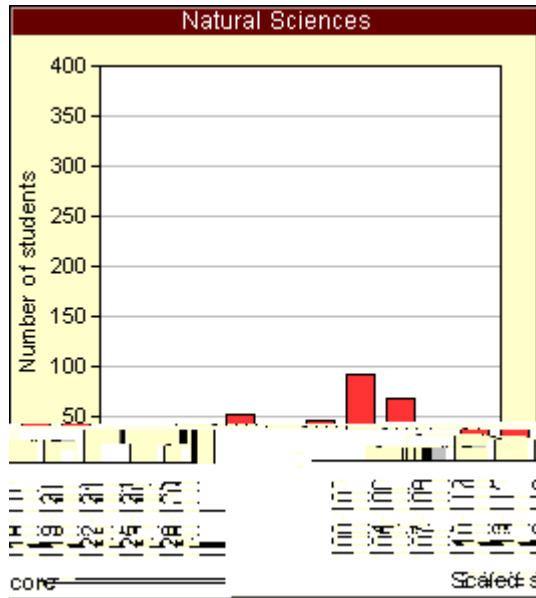
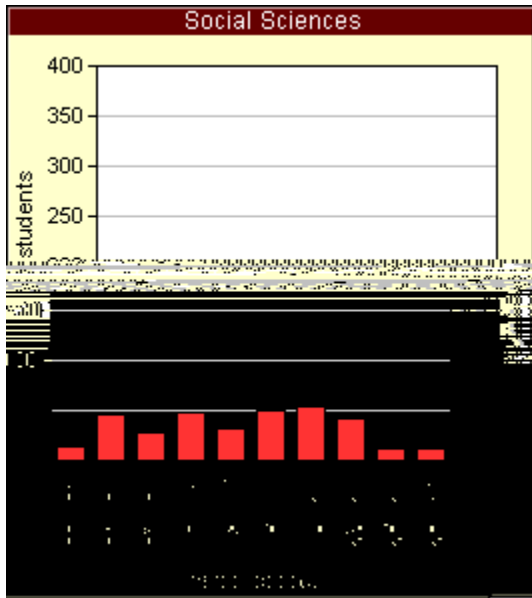
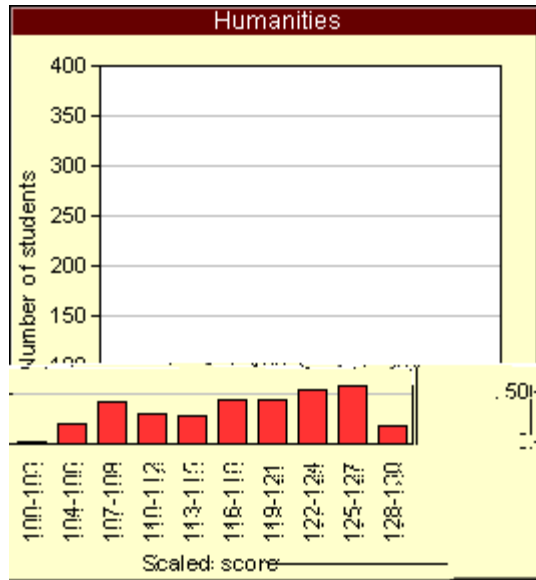
Numbers of students excluded: 15

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	451.02	450 to 452	21.89	434	450	467
Skills Subscores:							
Critical Thinking	100 to 130	114.20	113 to 115	7.06	109	115	119
Reading	100 to 130	120.11	119 to 121	7.36	115	122	126
Writing	100 to 130	115.25	115 to 116	5.96	111	115	120
Mathematics	100 to 130	115.66	115 to 116	6.36	111	114	121
Context-Based Subscores:							
Humanities	100 to 130						

***The confidence limits are based on the assumption that the questions contributing to each scaled**

Scaled Score Distributions





	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
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Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
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Appendix
ETS Proficiency Profile 2014-2015
Summary of Scaled Scores

Senior (More than 90 semester hours or more than 145 quarter hours)
All Institution Types , July 20 10 through June 20 15

Skill Dimension and Level	Percent of Students Classified as		
	Proficient	Marginal	Not Proficient
Reading Level 1	69		

- order elements in an outline

Level 2

Students who are proficient can:

- incorporate new material into a passage
- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
- combine simple clauses into single, more complex combinations
- recast existing sentences into new syntactic combinations

Level 3

Students who are proficient can:

- discriminate between appropriate and inappropriate use of parallelism
- discriminate between appropriate and inappropriate use of idiomatic language
- recognize redundancy
- discriminate between correct and incorrect constructions
- recognize the most effective revision of a sentence

Level 1

Students who are proficient can:

- solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multistep if the steps are repeated rather than embedded
- solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25%)
- solve problems requiring a general understanding of square roots and the squares of numbers
- solve a simple equation or substitute numbers into an algebraic expression
- find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information

Level 2

Students who are proficient can:

- solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric)
- simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers
- interpret a trend represented in a graph, or choose a graph that reflects a trend
- solve problems involving sets; problems have numeric answer choices

Level 3

Students who are proficient can:

- solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving
- solve problems involving difficult arithmetic concepts, such as exponents and roots other than squares and square roots, and percent of increase or decrease
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