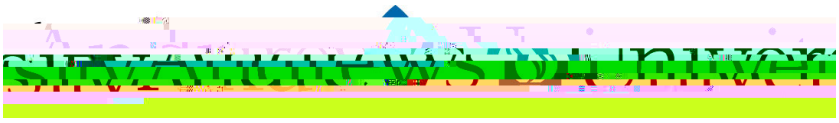

ETS Proficiency Profile 2014-2015 (Senior Exit Test)

Office of Institutional Effectiveness
May 20, 2015

Andrews University
ETS® Proficiency Profile

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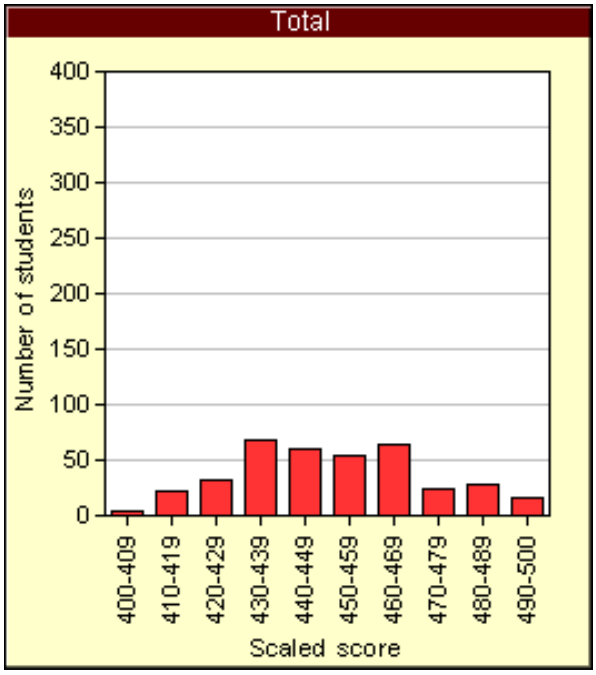
Summary of Scaled Scores

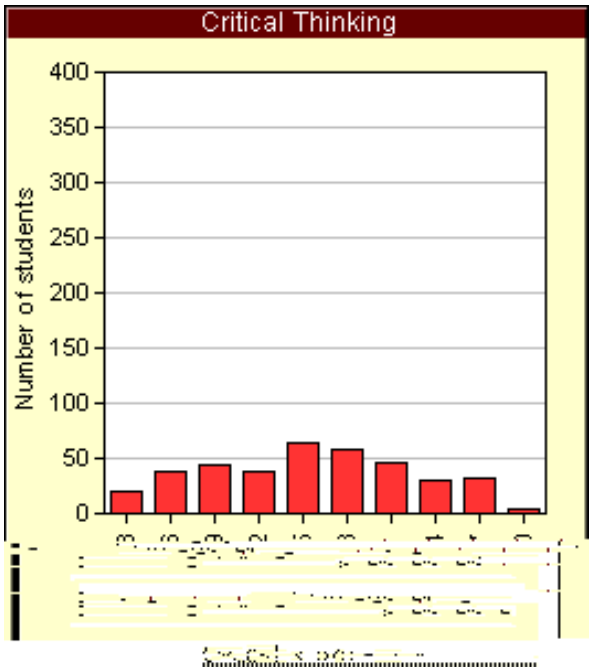
To show the ability of the group taking the test

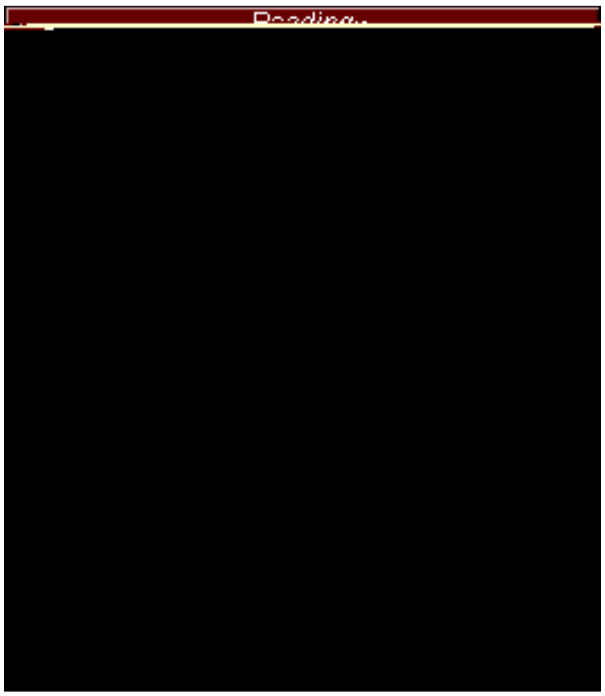
Cohort Name:

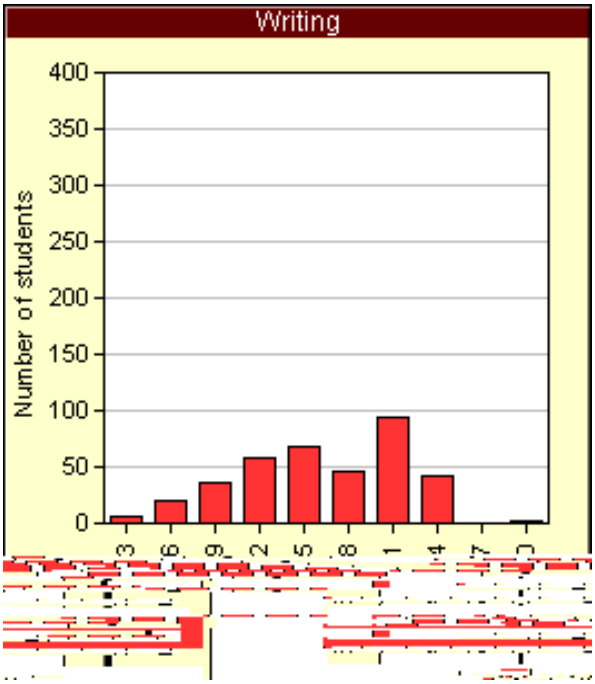
***The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean s**

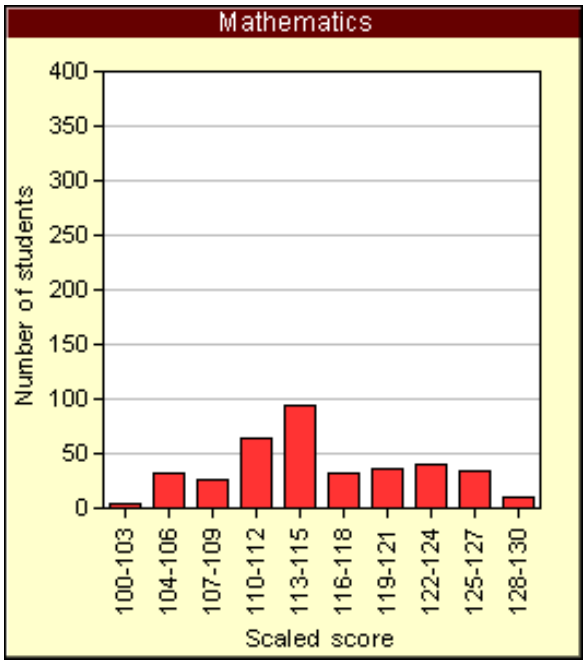
Scaled Score Distributions

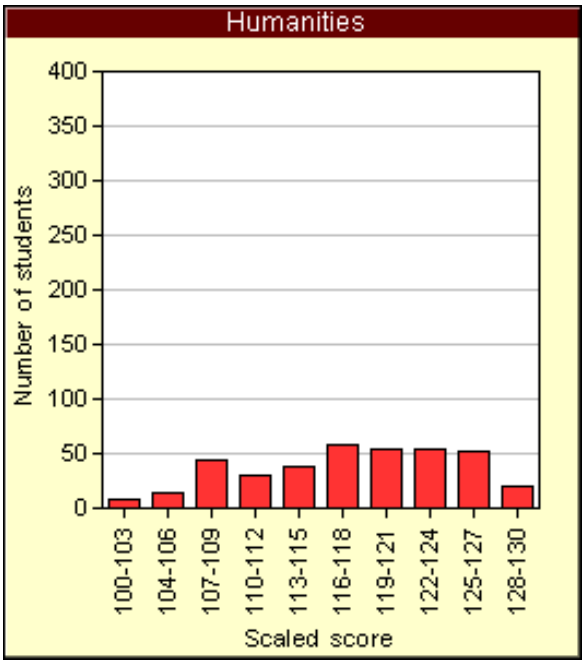


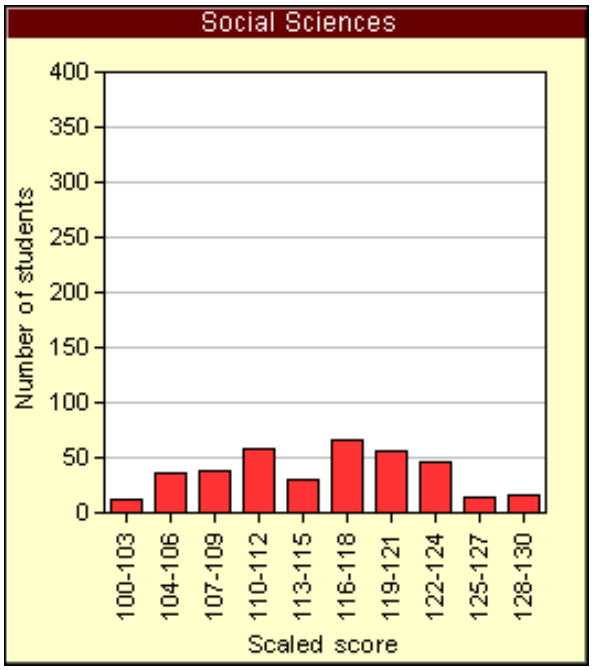


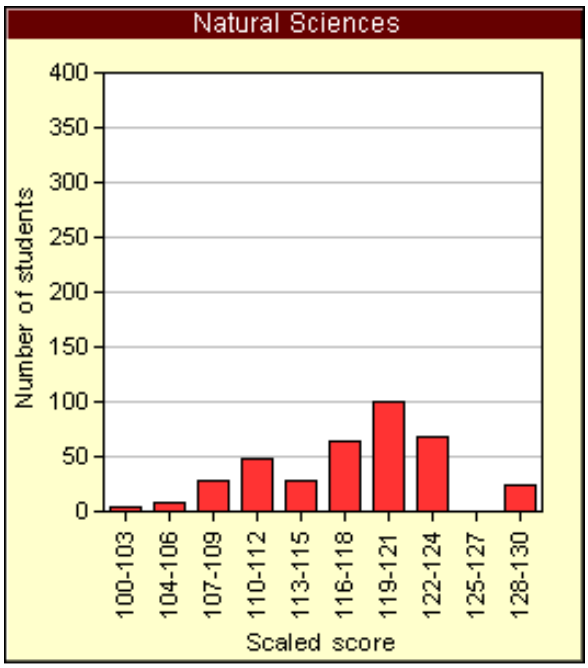





Mathematics
Number of students
400
350
300
250
200
150
100
50
0
100-103
104-106
107-109
110-112
113-115
116-118
119-121
122-124
125-127
128-130
Scaled score


Humanities
Number of students
400
350
300
250
200
150
100
50
0
100-103
104-106
107-109
110-112
113-115
116-118
119-121
122-124
125-127
128-130
Scaled score


Social Sciences
Number of students
400
350
300
250
200
150
100
50
0
100-103
104-106
107-109
110-112
113-115
116-118
119-121
122-124
125-127
128-130
Scaled score


Natural Sciences
Number of students
400
350
300
250
200
150
100
50
0
100-103
104-106
107-109
110-112
113-115
116-118
119-121
122-124
125-127
128-130
Scaled score

Summary of Proficiency Classifications

Demographic Analysis Reports

The mean score is presented on the top of each cell

Senior (More than 90 semester hours or more than 145 quarter hours)
All Institution Types, July 2008 through June 2013

	Percent of Students Classified as		
Skill Dimension and Level	**Proficient**	**Marginal**	**Not Proficient**
Reading Level 1	**70%**	**17%**	**13%**
Reading Level 2	**41%**	**20%**	**39%**
Critical Thinking	**8%**	**21%**	**71%**

- **order sentences in a paragraph**
- **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**