

# **ETS Proficiency Profile 2014-2015 (Senior Exit Test)**

**Office of Institutional Effectiveness  
May 20, 2015**

# Andrews University

## ETS® Proficiency Profile

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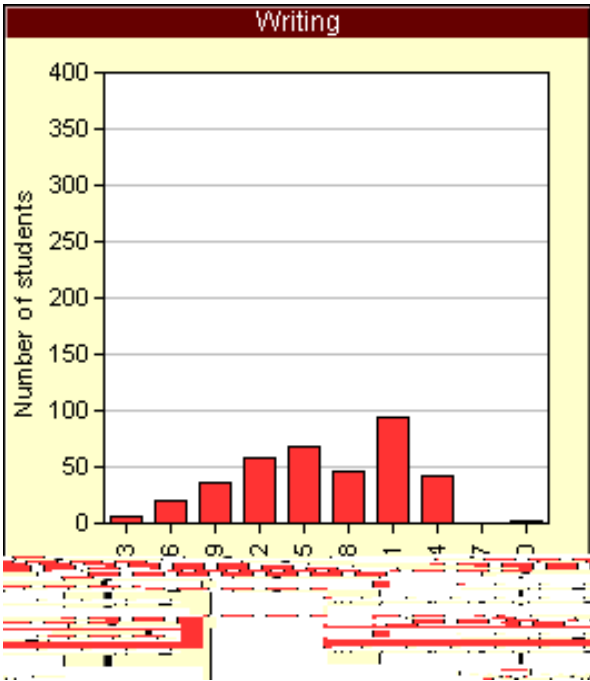
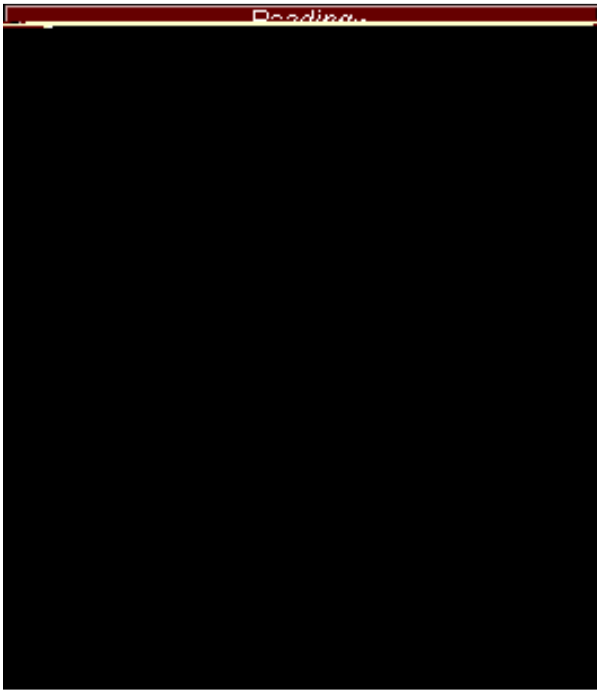
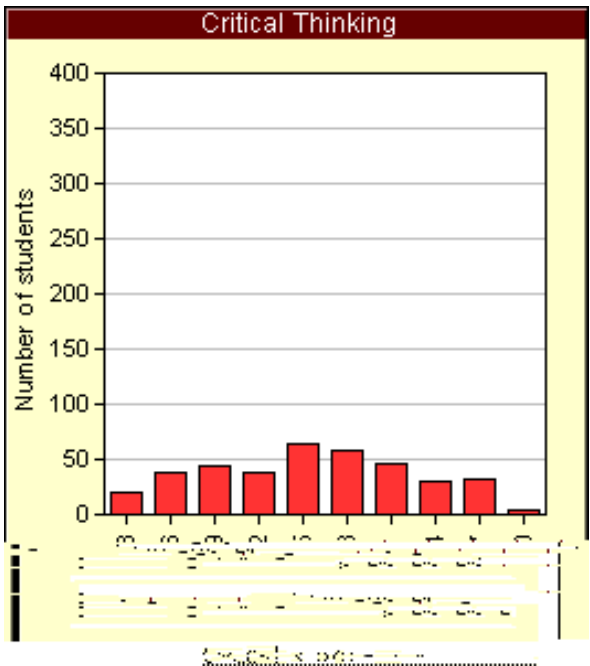
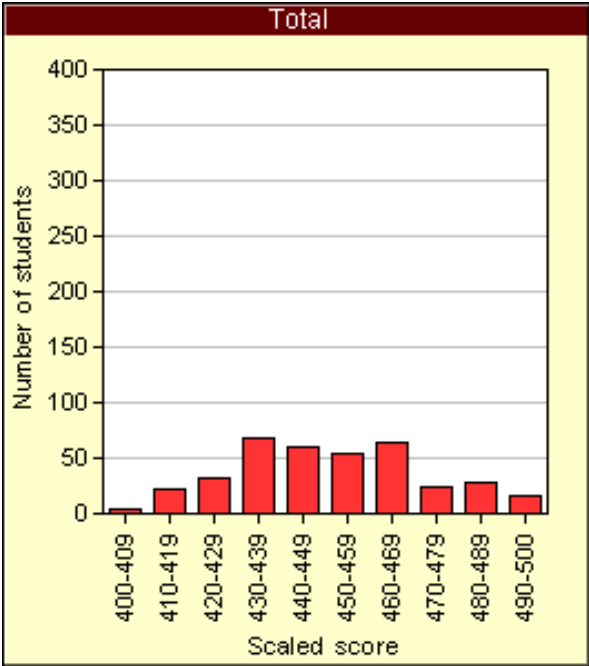
## Summary of Scaled Scores

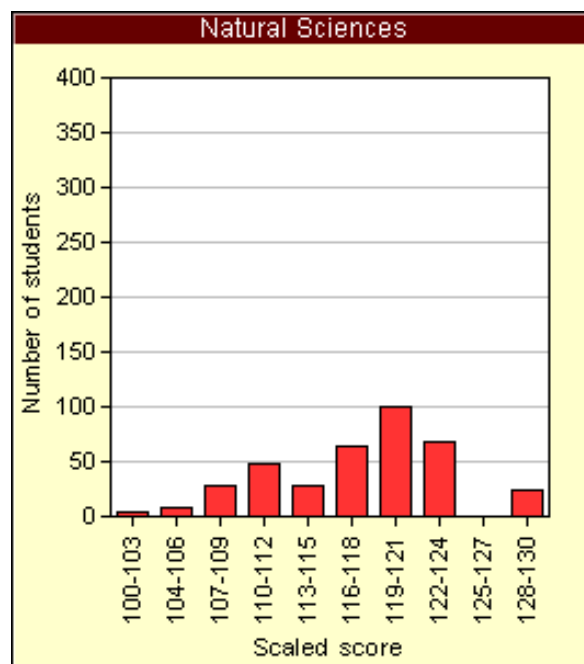
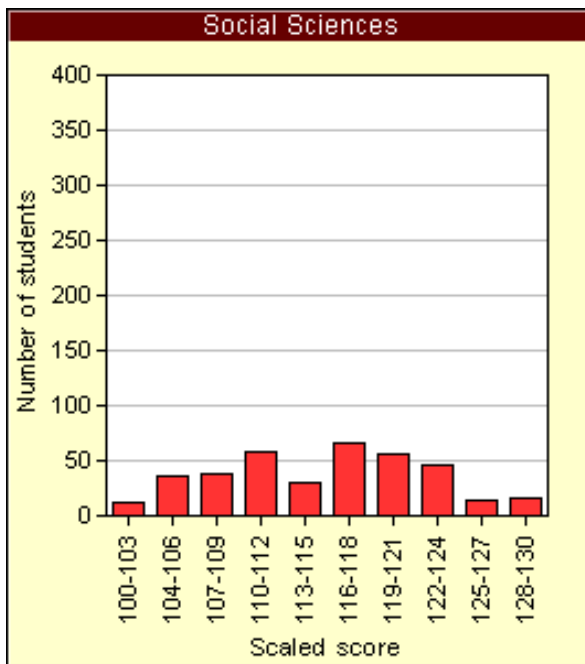
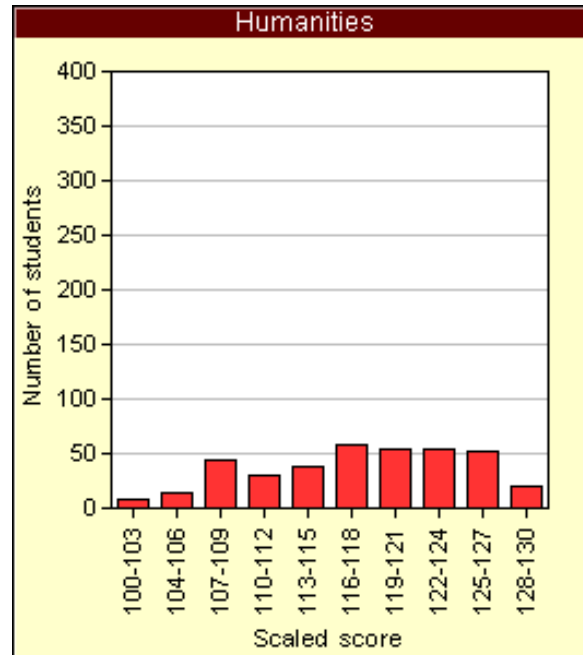
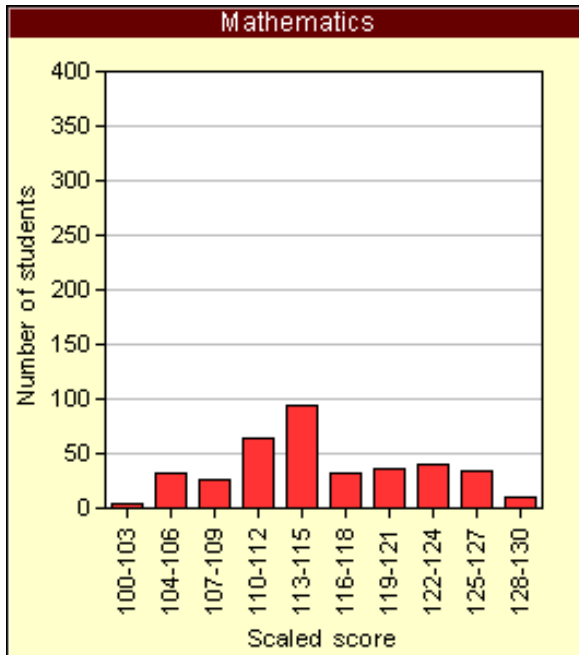
To show the ability of the group taking the test

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  $\mu$**

# Scaled Score Distributions





# 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**

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

- 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