

ETS Test Results
Fall 2015

High School Classes

ETS® Proficiency Profile

Summary of Scaled Scores

To show the ability of the group taking the test

Trinity Valley Community College

Number of students tested: 109

Number of students included in these statistics: 109

Number of students excluded (see roster): 0

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	440.26	438 to 443	15.18	427	439	450
Skills Subscores:							
Critical Thinking	100 to 130	109.11	108 to 110	5.19	106	109	112
Reading	100 to 130	115.94	115 to 117	6.72	110	116	122
Writing	100 to 130	114.17	113 to 115	4.04	111	113	118
Mathematics	100 to 130	113.52	112 to 115	5	110	113	116
Context-Based Subscores:							
Humanities	100 to 130	110.2	109 to 112	5.78	107	107	115
Social Sciences	100 to 130	112.58	111 to 114	5.51	109	113	118
Natural Sciences	100 to 130	114.24	113 to 116	5.34	110	114	119

*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 score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 109.

Reports based on a sample of fewer than 50 test takers are representative of the performance of **that sample only**. Reports based on **fewer than 50 test takers** should not be considered representative of the larger group of like students, and inferences or generalizations about the larger population or subgroup **should not** be made based on such small samples.

All College Student Classes

ETS® Proficiency Profile

Summary of Scaled Scores

To show the ability of the group taking the test

Trinity Valley Community College

Number of students tested: 270

Number of students included in these statistics: 269

Number of students excluded (see roster): 1

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Skills Subscores:							
Critical Thinking	100 to 130	107.75	107 to 109	5.41	104	106	110
Reading	100 to 130	114.2	113 to 115	6.96	108	114	120
Writing	100 to 130	111.64	111 to 113	4.86	108	112	115
Mathematics	100 to 130	110.26	109 to 111	5.06	106	110	113
Context-Based Subscores:							
Humanities	100 to 130	110.61	110 to 112	5.91	107	110	115
Social Sciences	100 to 130	110.28	109 to 111	5.65	106	110	114
Natural Sciences	100 to 130	112.26	111 to 113	5.78	108	112	116

*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 score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 269.

Reports based on a sample of fewer than 50 test takers are representative of the performance of **that sample only**. Reports based on **fewer than 50 test takers** should not be considered representative of the larger group of like students, and inferences or generalizations about the larger population or subgroup **should not** be made based on such small samples.

High School Classes

ETS® Proficiency Profile

Summary of Proficiency Classifications

To show how many students are proficient at each level

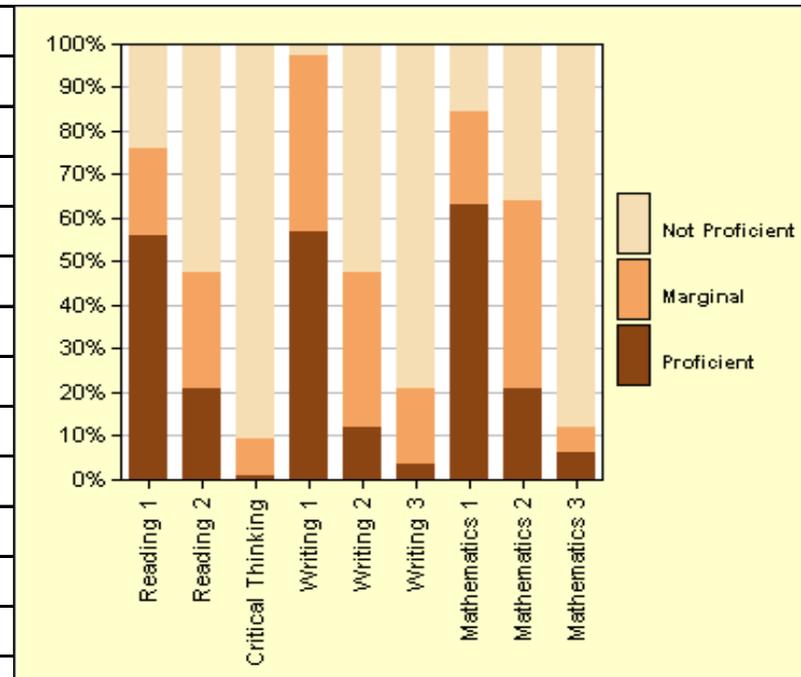
Trinity Valley Community College

Number of students tested: 109

Number of students included in these statistics: 109

Number of students excluded (see roster): 0

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	56%	20%	24%
Reading, Level 2	21%	27%	52%
Critical Thinking	1%	8%	91%
Writing, Level 1	57%	40%	3%
Writing, Level 2	12%	36%	52%
Writing, Level 3	4%	17%	79%
Mathematics, Level 1	63%	21%	16%
Mathematics, Level 2	21%	43%	36%
Mathematics, Level 3	6%	6%	88%



The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

Reports based on a sample of fewer than 50 test takers are representative of the performance of **that sample only**. Reports based on **fewer than 50 test takers** should not be considered representative of the larger group of like students, and inferences or generalizations about the larger population or subgroup **should not** be made based on such small samples.

All College Student Classes

ETS® Proficiency Profile

Summary of Proficiency Classifications

To show how many students are proficient at each level

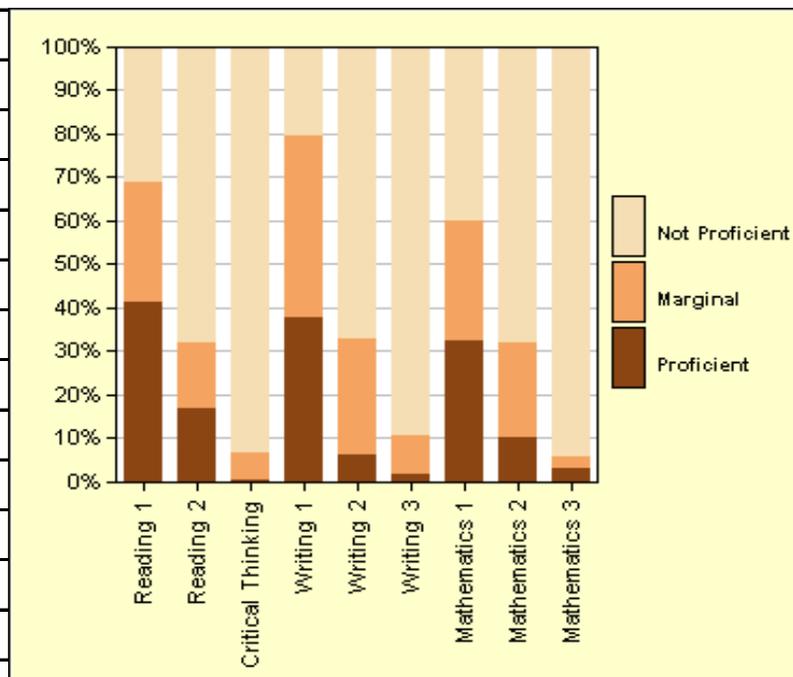
Trinity Valley Community College

Number of students tested: 270

Number of students included in these statistics: 269

Number of students excluded (see roster): 1

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	41%	28%	31%
Reading, Level 2	17%	15%	68%
Critical Thinking	0%	6%	93%
Writing, Level 1	38%	42%	20%
Writing, Level 2	6%	27%	67%
Writing, Level 3	2%	9%	89%
Mathematics, Level 1	32%	28%	40%
Mathematics, Level 2	10%	22%	68%
Mathematics, Level 3	3%	3%	94%



The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

Reports based on a sample of fewer than 50 test takers are representative of the performance of **that sample only**. Reports based on **fewer than 50 test takers** should not be considered representative of the larger group of like students, and inferences or generalizations about the larger population or subgroup **should not** be made based on such small samples.

High School Versus College

	HS Mean Score	College Mean Score	Difference	HS/College
Total Score	440.26	430.78	9.48	102.2%
Skills Subscores:				
Critical Thinking	109.11	107.75	1.36	101.3%
Reading	115.94	114.2	1.74	101.5%
Writing	114.17	111.64	2.53	102.3%
Mathematics	113.52	110.26	3.26	103.0%
Context-Based				
Humanities	110.2	110.61	-0.41	99.6%
Social Sciences	112.58	110.28	2.3	102.1%
Natural Sciences	114.24	112.26	1.98	101.8%

Skill Dimension	High School			College			HS-College Proficiency Difference
	Proficiency Classification			Proficiency Classification			
	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient	
Reading, Level 1	56%	20%	24%	41%	28%	31%	15%
Reading, Level 2	21%	27%	52%	17%	15%	68%	4%
Critical Thinking	1%	8%	91%	0%	6%	93%	1%
Writing, Level 1	57%	40%	3%	38%	42%	20%	19%
Writing, Level 2	12%	36%	52%	6%	27%	67%	6%
Writing, Level 3	4%	17%	79%	2%	9%	89%	2%
Mathematics, Level 1	63%	21%	16%	32%	28%	40%	31%
Mathematics, Level 2	21%	43%	36%	10%	22%	68%	11%
Mathematics, Level 3	6%	6%	88%	3%	3%	94%	3%

Face to Face Classes

ETS® Proficiency Profile

Summary of Scaled Scores

To show the ability of the group taking the test

Trinity Valley Community College

Number of students tested: 264

Number of students included in these statistics: 264

Number of students excluded (see roster): 0

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	430.83	429 to 432	17.34	418	429	442
Skills Subscores:							
Critical Thinking	100 to 130	107.73	107 to 109	5.42	104	106	110
Reading	100 to 130	114.19	113 to 115	6.97	108	114	120
Writing	100 to 130	111.66	111 to 113	4.87	108	112	115
Mathematics	100 to 130	110.28	109 to 111	5.08	107	110	113
Context-Based Subscores:							
Humanities	100 to 130	110.6	109 to 112	5.94	107	110	115
Social Sciences	100 to 130	110.25	109 to 111	5.68	106	110	114
Natural Sciences	100 to 130	112.24	111 to 113	5.77	108	112	116

*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 score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 264.

Reports based on a sample of fewer than 50 test takers are representative of the performance of **that sample only**. Reports based on **fewer than 50 test takers** should not be considered representative of the larger group of like students, and inferences or generalizations about the larger population or subgroup **should not** be made based on such small samples.

Distance Classes
ETS® Proficiency Profile

Not enough students to get full report

Average	426.17
Minimum	408.00
Maximum	445.00