

Salisbury University

Salisbury, MD
USA

Test: HEighthen® Quantitative Literacy Assessment

REPORTING GROUP:

Cohort: Combined
Close Date: Combined
Students Tested: 751
Records Excluded: 0
Students Included in Report: 751
(See bottom of report to view filters applied)

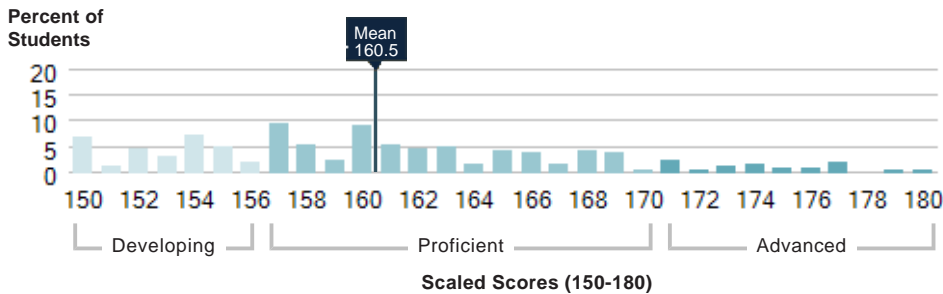
COMPARISON GROUP:

Comparison Group: All Institutions
Institutions: 42
Students Included in Report: 8,122

INDIVIDUAL STUDENTS' OVERALL SCALED SCORES

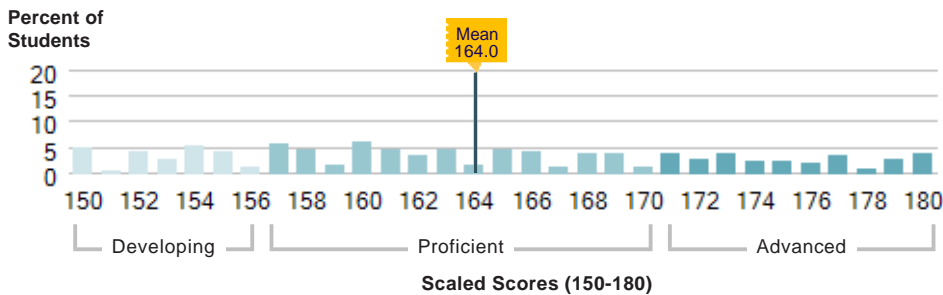
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP



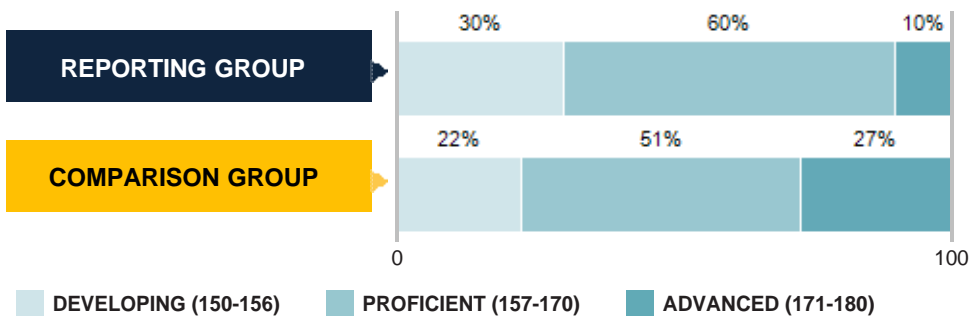
Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

COMPARISON GROUP



PROFICIENCY LEVELS

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



PROFICIENCY LEVEL DESCRIPTIONS

DEVELOPING (150-156)

A typical student at the **developing** level may:

- reason through single-step word problems
- recognize basic algebraic techniques and Euclidean geometry facts
- perform four basic operations with integers
- interpret simple quantitative relationships
- identify that terminology/notation are needed to communicate results

PROFICIENT (157-170)

A typical student at the **proficient** level has demonstrated the ability to:

- reason through simple multi-step word problems
- apply solution strategies to a particular context
- use basic algebra and Euclidean geometry facts
- compute basic percents and positive percent change
- perform the four basic operations with integers and decimals
- interpret simple quantitative relationships and some complex data representations
- recognize correct terminology/notation for communicating results

ADVANCED (171-180)

A typical student at the **advanced** level has demonstrated the ability to:

- reason through complex multi-step word problems
- apply solution strategies to a variety of contexts
- use and understand algebra and Euclidean geometry facts
- compute and interpret percents and percent change
- perform four basic operations with integers, decimals, and fractions
- interpret complex quantitative relationships and data representations
- use correct terminology/notation for communicating results

See www.ets.org/heighten/qlproficiency for the complete descriptions.

Report Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.

For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

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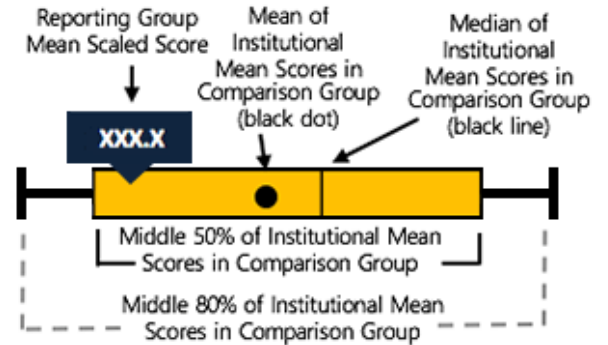
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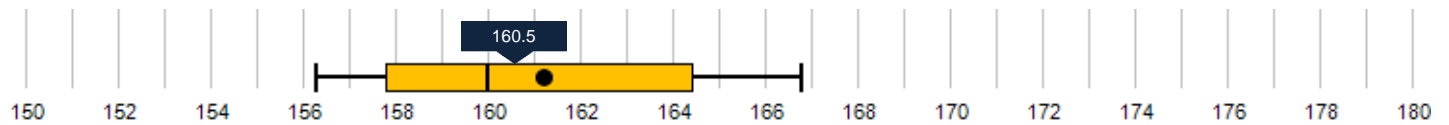
INSTITUTIONS' OVERALL SCALED SCORE AND SUBSCORE MEANS

The chart below enables you to compare the mean scaled scores for your Reporting Group with the mean scaled scores of the institutions in the Comparison Group.

The number in the dark rectangle is the mean scaled score of your Reporting Group. The figure below it is a “box-and-whisker” graph of the mean scores of the institutions in the Comparison Group. The yellow bar (the “box”) shows the range of the middle 50% of the institutions. The black horizontal lines (the “whiskers”) extend to the range of the middle 80%. The vertical line through the box indicates the median – the point that separates the upper half of the institutions from the lower half. The black dot indicates the mean of the institutions’ mean scores.



OVERALL SCALED SCORES (Scale of 150-180)



SUBSCORES (Scale of 1-10)



Report Filters

Major: All | Class Level (Credit Hours): All

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