



# Measuring In-Demand Skills

Discover Territorium's Advanced Assessment Solutions

## WEBINAR TEAM

### Presenters:

**Sherry Reed**  
Education Solution Specialist

**Sean Dougherty**  
Education Solution Specialist

**Peg Thomsen**  
Senior Specialist, Product Manager

**Host: Eric Stoller**  
VP of Marketing

Our Team is standing by to answer your questions – please add them to the chat and we will address them in the Q & A portion of the webinar.

Thanks so much!





**Make Skills and Competencies Count for Success.**





# Agenda



- Today's Landscape
- HEIghten
- E-Proiciency Profile (EPP)
- EdTest.ai

*“Few [employers] think that having field-specific knowledge and skills alone is what is most needed for individuals’ career success. Eighty percent of employers agree that, regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences.”<sup>1</sup>*

*“It’s not just that they need to know a bunch of stuff and take a test; they need to be positioned to use that knowledge in the world.”<sup>2</sup>*

*“Nearly all employers (93 percent) agree that for career success, ‘a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems’ is more important than his or her undergraduate major.”<sup>1</sup>*

*“More than three-quarters (78 percent) [of employers] agree that all college students should gain intercultural skills and an understanding of societies and countries outside the United States.”<sup>3</sup>*

High school students discover they are not prepared for college

# Most colleges enroll many students who aren't prepared for higher education

May 6, 2022  
Higher Education, Hot Topics, Preparing For College

Employers Say College Grads Aren't Prepared for Work. Here's Why.

## NEW COLLEGE GRADS LACK SOFT SKILLS, EMPLOYERS SAY

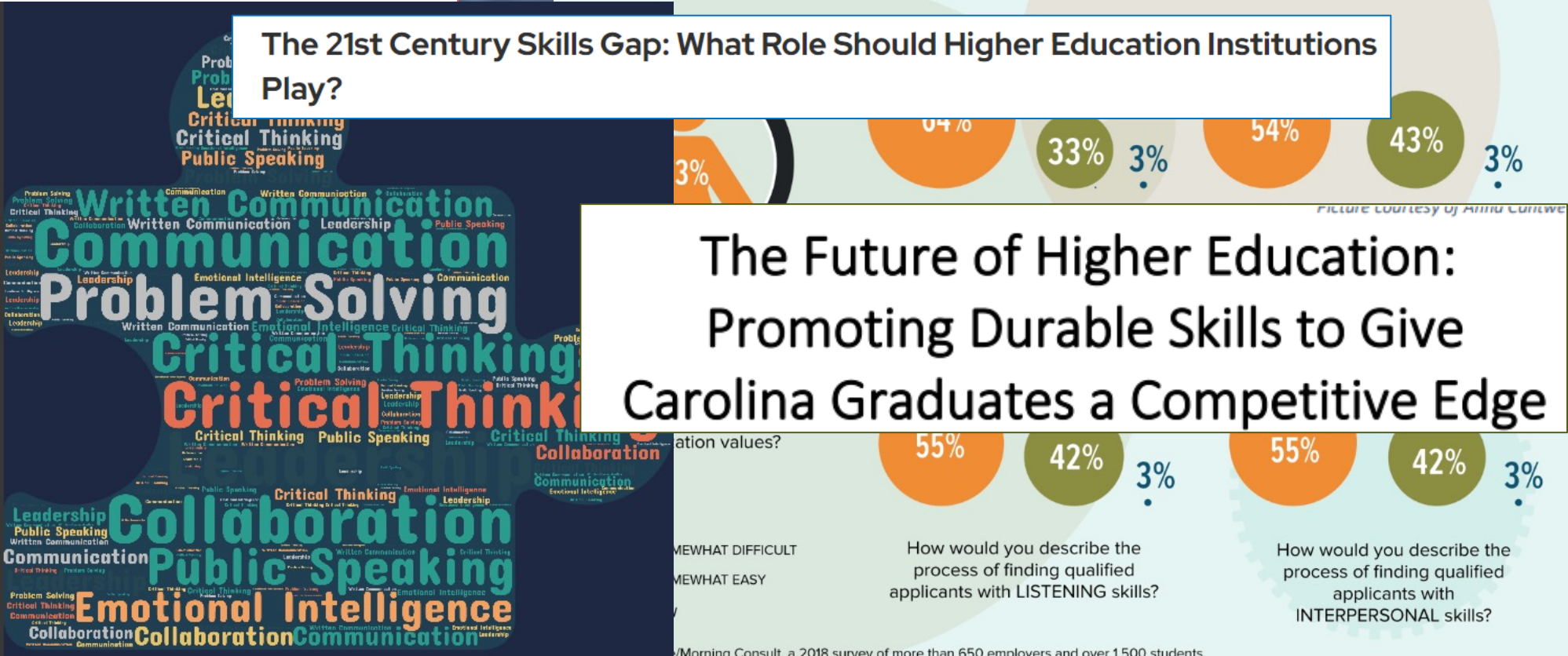
Employers want job candidates with "uniquely human" skills, but finding those candidates isn't easy. Nearly 3 in 4 employers say they have a hard time finding graduates with the soft skills their companies need.

## 6 Key Skills Your Future Boss Thinks You're Missing

 By Guest Writer  
Updated February 24, 2021



### The 21st Century Skills Gap: What Role Should Higher Education Institutions Play?



## The Future of Higher Education: Promoting Durable Skills to Give Carolina Graduates a Competitive Edge

How would you describe the process of finding qualified applicants with LISTENING skills?

How would you describe the process of finding qualified applicants with INTERPERSONAL skills?





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# HEIghten<sup>®</sup>

with Official Content from ETS

Measure core skills identified as critical in most education standards towards career success.

Five distinct modules that can be individually administered or in combination to meet your specific goals.





## Why HEIghten?



## HEIghten Modules



### Critical Thinking

- Analytical Skills
- Synthetic Skills
- Causal/Explanatory Skills
- Analyze and Evaluate arguments
- Develop Sound and Valid Arguments



### Quantitative Literacy

- Detecting & solving mathematical problems
- Using problem-solving skills
- Ability to understand data, read graphs, draw conclusions



### Written Communications

- Knowledge of social & rhetorical situations
- Knowledge of conceptual strategies
- Knowledge of language use & conventions
- Knowledge of the writing process



### Intercultural Competency & Diversity

- Approach reflects a test taker's view of themselves
- Analyze & Act – synthesize information without bias and translate thoughts into actions



### Civic Competency & Engagement

- Civic Competency
- Civic Attitudes
- Civic Participation

Each module is 45 minutes  
Unproctored or Proctored




# Test Data

- Institution Report
- Learner Report
- CSV File
- Report Expansion

**ANALYZE & ACT**


"The ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and stereotyped thinking and to translate thought into action while maintaining control in potentially challenging and stressful situations."

Learner Score



179

Average Administration Score



167

Proficiency Level:


**Proficiency Levels Descriptors**

DEVELOPING

From 150 to 157

Not very aware of/able to identify:
Moderately aware of/able to identify:

- the impact of their own culture, values, preferences
- how certain behaviors affect others
- how nonverbal behaviors affect others
- other's reactions to their behaviors
- other's physical, verbal and nonverbal behaviors
- how preconceived judgments and stereotypes affect interactions
- how to use declarative cultural knowledge to guide interactions
- the importance of monitoring and revising personal behavior
- the importance of monitoring and revising personal behavior



**INSTITUTIONAL SCORE REPORTS**

REPORT DATE: 2023-06-15 16:12:54

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Reporting Group	Comparison Group
<b>University</b> Test Name: Intercultural Competency & Diversity	Administration Name: Spring 2023 Start Date: 2023-01-05 09:41:05 Close Date: 2023-10-02 09:41:05 Students Included in Report: 1054
Comparison Group: All Institutions Institutions: 30 Students Included in Report: 4669	

Results based on fewer than 30 students should be interpreted with caution as the sample may be unrepresentative, and the results may not generalize to the larger student population.

**REPORT SUMMARY**

Approach	The overall positivity with which an individual views and responds to cross-cultural interactions.							
MEAN SCALE SCORES (Scale of 90 and 150)  The mean scale scores and proficiency levels for the Reporting Group and Comparison Group are shown on the right.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #4a86e8; color: white;">REPORTING GROUP</th> <th style="background-color: #f9a825; color: white;">COMPARISON GROUP</th> </tr> <tr> <td style="text-align: center;">127.69</td> <td style="text-align: center;">120.6</td> </tr> <tr> <td style="text-align: center; background-color: #4a86e8; color: white;">NEUTRAL</td> <td style="text-align: center; background-color: #f9a825; color: white;">NEUTRAL</td> </tr> </table>	REPORTING GROUP	COMPARISON GROUP	127.69	120.6	NEUTRAL	NEUTRAL	
REPORTING GROUP	COMPARISON GROUP							
127.69	120.6							
NEUTRAL	NEUTRAL							
Analyze & Act	The ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and to translate thought into actions.							
MEAN SCALE SCORES (Scale of 150 and 180)  The mean scale scores and proficiency levels for the Reporting Group and Comparison Group are shown on the right.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #4a86e8; color: white;">REPORTING GROUP</th> <th style="background-color: #f9a825; color: white;">COMPARISON GROUP</th> </tr> <tr> <td style="text-align: center;">171.46</td> <td style="text-align: center;">165.8</td> </tr> <tr> <td style="text-align: center; background-color: #4a86e8; color: white;">PROFICIENT</td> <td style="text-align: center; background-color: #f9a825; color: white;">PROFICIENT</td> </tr> </table>	REPORTING GROUP	COMPARISON GROUP	171.46	165.8	PROFICIENT	PROFICIENT	
REPORTING GROUP	COMPARISON GROUP							
171.46	165.8							
PROFICIENT	PROFICIENT							





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# E-Proficiency Profile

with Official Content from ETS

General outcomes assessment measuring four core skill areas – reading, writing, mathematics, and critical thinking in a single efficient, convenient test.

## E-Proficiency Profile (EPP)



### Support Accreditation

Meet ongoing requirements for accreditation with data that validates performance and institutional funding.



### Benchmark Institutional Performance

Benchmark performance with comparative data for almost 400 institutions and more than 600,000 students nationwide.



### Fuel Continuous Improvement

Evaluate, reflect, and adjust teaching and learning practices based upon learner- and cohort-level data.



# Data Usage

Recent webinar poll shows how institutions are using the data.

## EPP

1. How will YOU use the EPP assessment data?  
(Multiple Choice) \*

62/62 (100%) answered

Accreditation (48/62) 77%



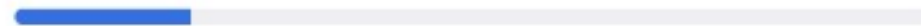
Continuous Improvement (38/62) 61%



Benchmark Institutional Performance (36/62) 58%



Testing Flexibility (12/62) 19%



Trend Analysis (16/62) 26%





## Reading

Interpret the meaning of key terms, recognize the primary purpose of a passage, recognize explicitly presented information, make appropriate inferences, & recognize rhetorical devices.

## Critical Thinking

Recognize assumptions, the best hypothesis to account for information presented, recognize flaws & inconsistencies in arguments, & draw valid conclusions from information presented.

**EPP**

Interpret mathematical terms, interpret tables and graphics, evaluate formulas, compare numbers expressed in different ways, interpret ratios, proportions, & percentages, & recognize equivalent mathematical formulas or expressions.

## Mathematics

The most grammatically correct version of a sentence, organize a short piece of writing, and recognize errors in grammar and usage.

## Writing

Standard Form:

- 2 hours
- 108 questions

Abbreviated Form:

- 40 minutes
- 36 questions



# Test Data

- Institution Report
- Learner Report
- CSV File
- Report Expansion

**LEARNER SCORE REPORT**

REPORT DATE: 2023-05-18 08:35:09

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Administration Details

**Student**  
Id Number: 1000001  
Institution: University

This report provides a summary of the student's performance on the Proficiency Profile test. The total score is 430 out of 500. The student's scores are: Reading (128), Critical Thinking (118), and Writing (115). The student's score in Humanities is 123.

**Reading**

128

**Critical Thinking**

118

**Writing**

115

**Humanities**

123

**INSTITUTIONAL SCORE REPORT**

REPORT DATE: 2023-05-31 09:40:16

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Administration Details

**UNIVERSITY**  
Test name: E-Proficiency Profile

**Summary of Proficiency Classifications**

The skills measured by the 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.  
Note: Values may not sum to 100 % due to rounding.

Skill Dimension	Not Proficient	Marginal	Proficient
Reading, Level 1	37%	13%	50%
Reading, Level 2	57%	30%	13%
Reading Critical Thinking	100%	0%	0%
Writing, Level 1	23%	37%	40%
Writing, Level 2	67%	30%	3%
Writing, Level 3	93%	7%	0%
Mathematics, Level 1	20%	30%	50%
Mathematics, Level 2	47%	23%	30%
Mathematics, Level 3	73%	27%	0%

**Summary of Scaled Scores (Scale of 100 to 130)**

The proficiency profile is a test of college-level knowledge specifically taught in those fields. The distribution of scaled scores is shown in the bar chart below.

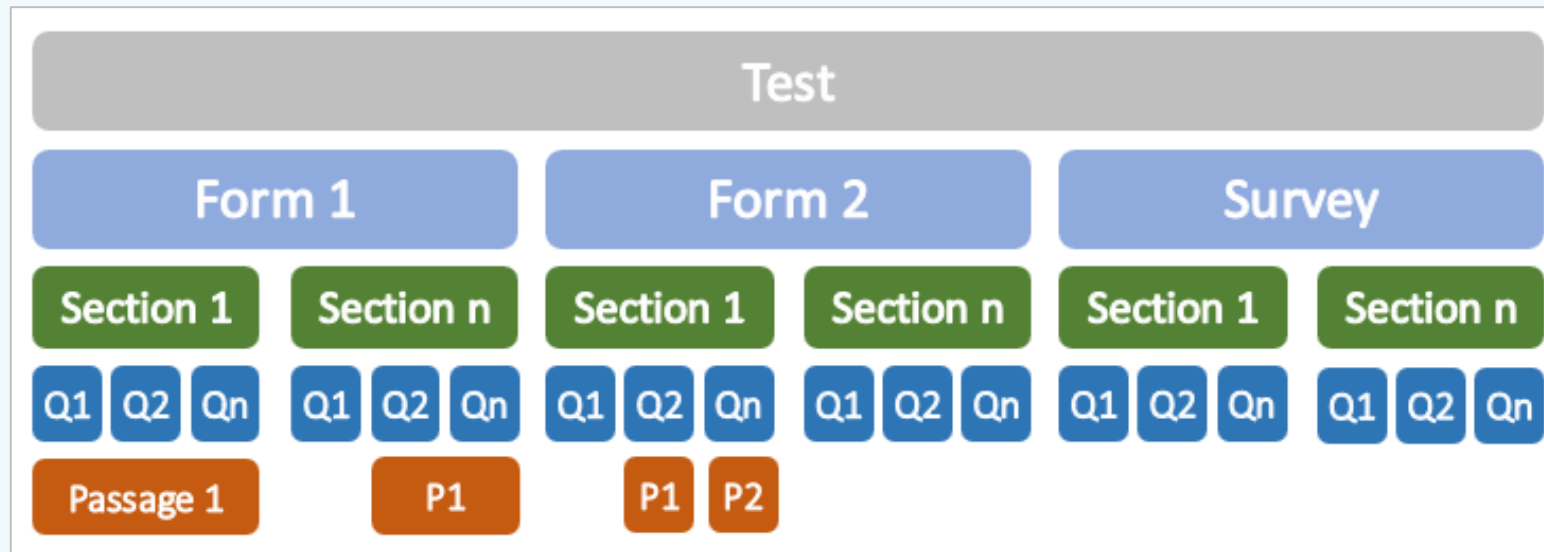


 EdTest.ai  
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EdTest.ai is an intelligent test authoring, delivery, and monitoring software with a suite of identity verification tools that guarantee results credibility.

# Test Creation

- Passages
- Questions
  - Multiple formats
- Forms
  - Surveys
  - Tests
- Tests
- QTI Import



# AI Remote Proctoring



ID Verification with Multi-Factor Authentication



Continuous Facial Recognition to Detect Anomalies



Real Time Recording and Communication Between Test Taker & Remote Proctor



AI-Powered Video and Audio Detection with Alerts



Lockdown Browser to Prevent Access to Other Sites



# Lockdown Browser



Block Access to Other Websites  
and Applications



Allow Only the Test Window to Appear  
on the Screen



Disable Screenshot, Print, and Copy &  
Paste Functions



Remove All Browser Toolbars and  
Menu Bars



# Questions & Answers



**Thank you!**

hi@territorium.com