

ETS® Proficiency Profile

Individual Student Score Report

Scores For: Logan MacKrell
I.D. Number: 547645
Institution: ETS University
Test Date: 8/19/2020
Form Code: 4BMA3-A4C
Cohort Name: UAPB

Total Score: 416
Overall SEM*: 9.9

This report provides your total score on your ETS® Proficiency Profile test.
Scores can range from 400 to 500

*SEM is the Standard Error of Measurement that reflects the inherent error that is a part of any testing process.

Each SEM provided is based upon a large sample of test takers. Subtracting the SEM from your score twice to obtain a minimum and then adding the SEM to your score twice to obtain a maximum will provide a range of scores. If you were to take any number of tests equivalent to this one, your score would fall within this range with a statistical confidence level of 95%.

For example, if the given SEM for a score was 2.5, and the achieved score was 450, then 450 minus 5 equals 445 and 450 plus 5 equals 455 (where 5 is equal to 2.5 times 2). This means that 95% of the time if you took a test that was equivalent to the test that you just took you would score within the range of 445 to 455.

To compare your score with the current national comparative data, go to the ETS® Proficiency Profile Comparative Data Guide on the web at www.ets.org/proficiencyprofile

Abbreviated Learner Report



LEARNER SCORE REPORT

REPORT DATE: 2023-04-18 15:55:52

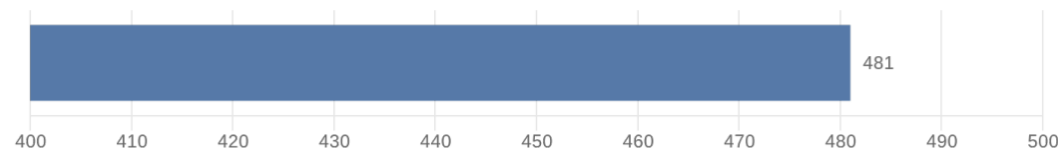
Administration Details

Student Name
Id Number: 2738628374
Institution: University

Administration Name: E-Proficiency Profile Spring 2023
Start Test Date: 2023-03-16 12:04:02
Test Date: 2023-03-16 12:40:19

This report provides your score(s) on the Proficiency Profile test.

Total Score (Scale of 400 to 500)



The proficiency profile test is designed to measure college student skills in reading and critical thinking, writing, and mathematics.

The reading and critical thinking questions test your ability to read carefully and think critically about issues and arguments from the **humanities**, **social sciences**, and **natural sciences**. They are not intended to test specific content knowledge in these fields. All the information needed to answer these questions is presented in the test.

The **reading** questions test your ability to interpret the meaning of key terms, recognize the primary purpose of a passage, recognize explicitly presented information, make appropriate inferences, and recognize rhetorical devices.

The **critical thinking** questions test your ability to recognize assumptions, recognize the best hypothesis to account for information presented, recognize flaws and inconsistencies in arguments, and draw valid conclusions from information presented.

The **writing** questions test your ability to recognize the most grammatically correct revision of a sentence, organize a short piece of writing, and recognize errors in grammar and usage.

The **mathematics** questions test your ability to interpret mathematical terms, interpret tables and graphs, evaluate formulas, compare numbers expressed in different ways, interpret ratios, proportions, and percentages, and recognize equivalent mathematical formulas or expressions.

For a more detailed description of the skills tested at each proficiency level, go to website and click on proficiency profile.

To compare your score with the current national comparative data, go to the Proficiency Profile Comparative Data Guide on the web at <https://success.territorium.com/epp-comparative-data>

Individual Student Score Report

Scores For: first last
I.D. Number:
Institution: ETS_DEMO Kevin

Test Date: 8/28/2015
Form Code: 4BMA2-STC
Cohort Name: RK ppv 082815

| Total Score 400 to 500 | Skill Dimension Subscores 100 to 130 | | | | Context-based Subscores 100 to 130 | | |
|---------------------------|---|---------|---------|-------------|---------------------------------------|-----------------|------------------|
| | Critical Thinking | Reading | Writing | Mathematics | Humanities | Social Sciences | Natural Sciences |
| 405 | 107 | 103 | 103 | 104 | 103 | 105 | 111 |

| Proficiency Classifications P = Proficient; M = Marginal; N = Not proficient | | | | | | | | |
|---|---------|---------|---------|---------|---------|-------------|---------|---------|
| Reading and Critical Thinking | | | Writing | | | Mathematics | | |
| Level 1 | Level 2 | Level 3 | Level 1 | Level 2 | Level 3 | Level 1 | Level 2 | Level 3 |
| N | N | N | N | N | N | N | N | N |

The ETS® Proficiency Profile test is designed to measure college students' skills in reading and critical thinking, writing, and mathematics.

The reading and critical thinking questions test your ability to read carefully and think critically about issues and arguments from the humanities, social sciences, and natural sciences. They are not intended to test specific content knowledge in these fields. All the information needed to answer these questions is presented in the test.

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The writing questions test your ability to recognize the most grammatically correct revision of a sentence, organize a short piece of writing, and recognize errors in grammar and usage.

The mathematics questions test your ability to interpret mathematical terms, interpret tables and graphs, evaluate formulas, compare numbers expressed in different ways, interpret ratios, proportions, and percentages, and recognize equivalent mathematical formulas or expressions.

For a more detailed description of the skills tested at each proficiency level, go to www.ets.org and click on ETS® Proficiency Profile.

Standard Learner Report



LEARNER SCORE REPORT

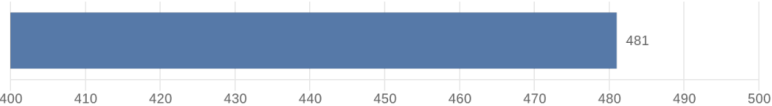
REPORT DATE: 2023-04-18 15:55:52

Student Name
Id Number: 2738628374
Institution: University

Administration Details
Administration Name: E-Proficiency Profile Spring 2023
Start Test Date: 2023-03-16 12:04:02
Test Date: 2023-03-16 12:40:19

This report provides your score(s) on the Proficiency Profile test.

Total Score (Scale of 400 to 500)



The proficiency profile test is designed to measure college student skills in reading and critical thinking, writing, and mathematics.

The reading and critical thinking questions test your ability to read carefully and think critically about issues and arguments from the **humanities, social sciences, and natural sciences**. They are not intended to test specific content knowledge in these fields. All the information needed to answer these questions is presented in the test.

The **reading** questions test your ability to interpret the meaning of key terms, recognize the primary purpose of a passage, recognize explicitly presented information, make appropriate inferences, and recognize rhetorical devices.

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The **mathematics** questions test your ability to interpret mathematical terms, interpret tables and graphs, evaluate formulas, compare numbers expressed in different ways, interpret ratios, proportions, and percentages, and recognize equivalent mathematical formulas or expressions.

For a more detailed description of the skills tested at each proficiency level, go to website and click on proficiency profile.

To compare your score with the current national comparative data,
go to the Proficiency Profile Comparative Data Guide on the web at <https://success.territorium.com/epp-comparative-data>

Skill Dimension Subscores (Scale of 100 to 130)

ReadingCritical Thinking



WritingMathematics



| Proficiency Classifications N = Not Proficient; M = Marginal; P = Proficient | | | | | | | | |
|---|---------|---------|---------|---------|---------|-------------|---------|---------|
| Reading and Critical Thinking | | | Writing | | | Mathematics | | |
| Level 1 | Level 2 | Level 3 | Level 1 | Level 2 | Level 3 | Level 1 | Level 2 | Level 3 |
| P | P | M | P | P | P | P | P | N |

Context-Based Subscores (Scale of 100 to 130)

HumanitiesSocial SciencesNatural Sciences



Institutional Score Report

Combines ETS Reports: Summary of Scaled Scores, Scaled Score Distribution – Total, Scaled Score Distribution – Skills, Scaled Score Distribution – Academic Area, Summary of Proficiency Classifications



INSTITUTIONAL SCORE REPORT

REPORT DATE: 2023-04-18 16:10:48

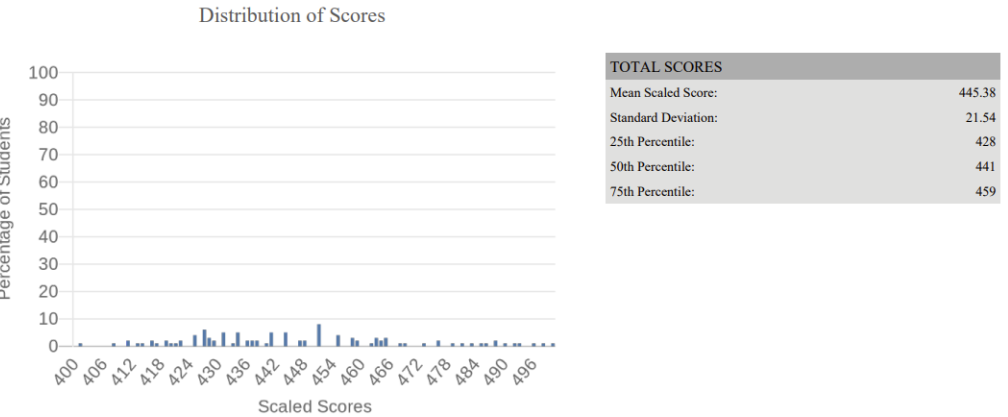
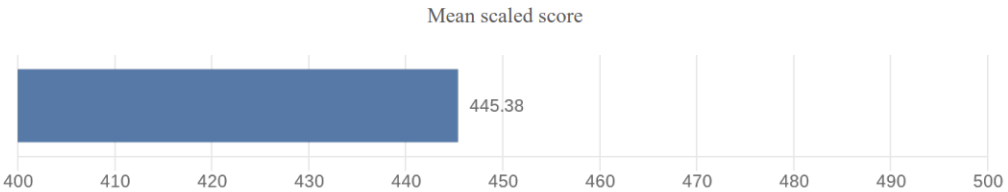
| Institution Name | Administration Details | |
|----------------------------------|--|---------------------------------|
| | Test Description: Standard Unproctored | Cohort Name: Spring 2023 |
| | Students Tested: 173 | Start Date: 2023-03-16 08:00:00 |
| | Students Included in Report: 172 | Close Date: 2023-03-16 23:59:00 |
| Test name: E-Proficiency Profile | | |
| Students Excluded from Report: 1 | | |

Important Notice: Statistics computed for small numbers of students (e.g., less than 30) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

REPORT SUMMARY

Summary of Scaled Scores (Scale of 400 to 500)

The proficiency profile is a test of college-level skills in reading, writing, critical thinking and mathematics designed to measure the academic skills developed through general education courses, rather than the subject knowledge specifically taught in those courses. This section shows the ability of the group taking the test.

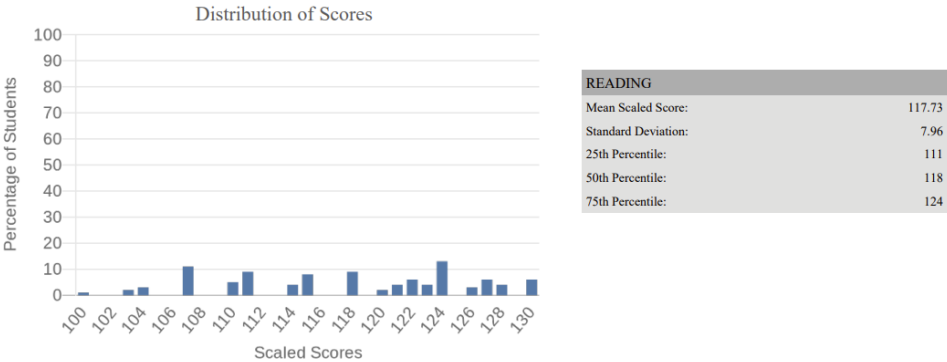


Skill Dimension Subscores

The proficiency profile test is designed to measure college student skills in reading and critical thinking, writing, and mathematics.

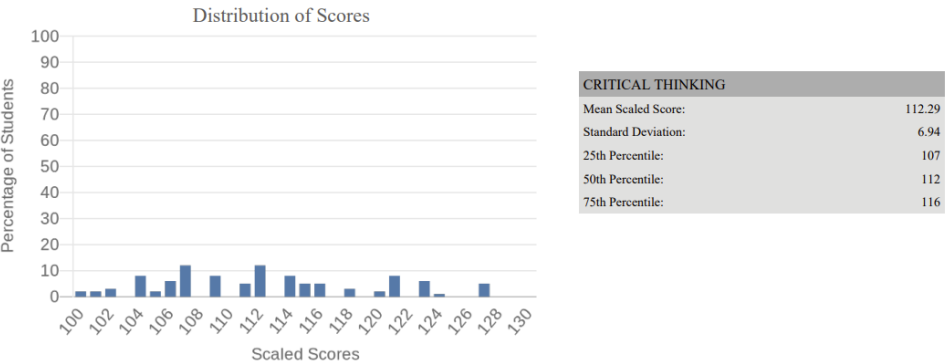
Reading (Scale of 100 to 130)

The **reading** questions test student's ability to interpret the meaning of key terms, recognize the primary purpose of a passage, recognize explicitly presented information, make appropriate inferences, and recognize rhetorical devices.



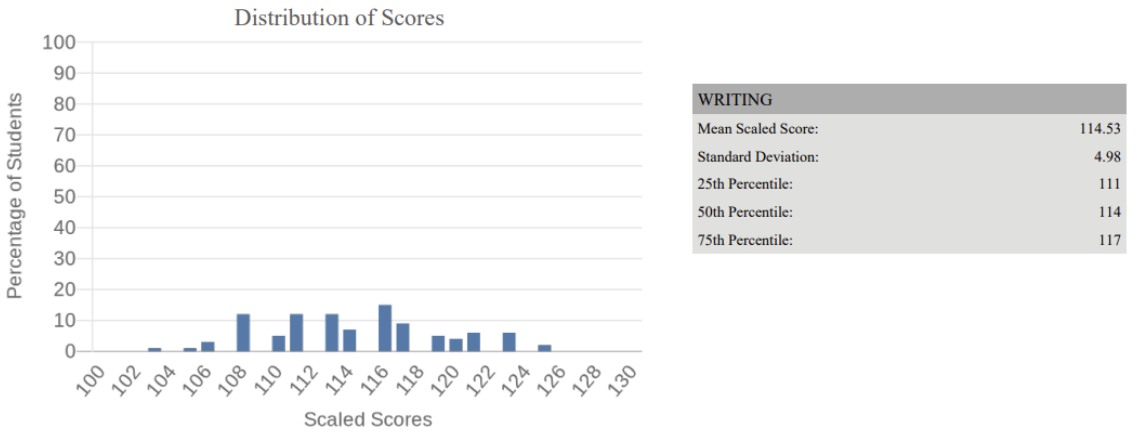
Critical Thinking (Scale of 100 to 130)

The **critical thinking** questions test student's ability to recognize assumptions, recognize the best hypothesis to account for information presented, recognize flaws and inconsistencies in arguments, and draw valid conclusions from information presented.



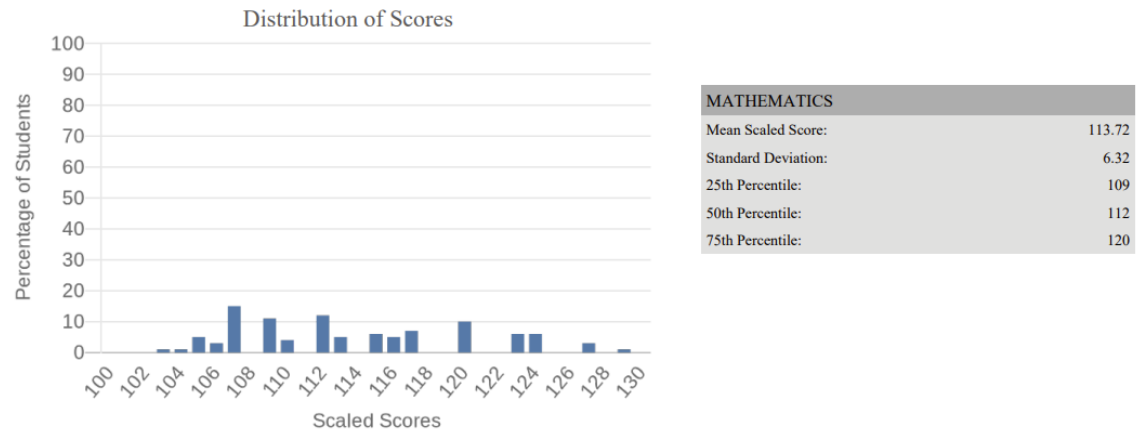
Writing (Scale of 100 to 130)

The **writing** questions test student's ability to recognize the most grammatically correct revision of a sentence, organize a short piece of writing, and recognize errors in grammar and usage.



Mathematics (Scale of 100 to 130)

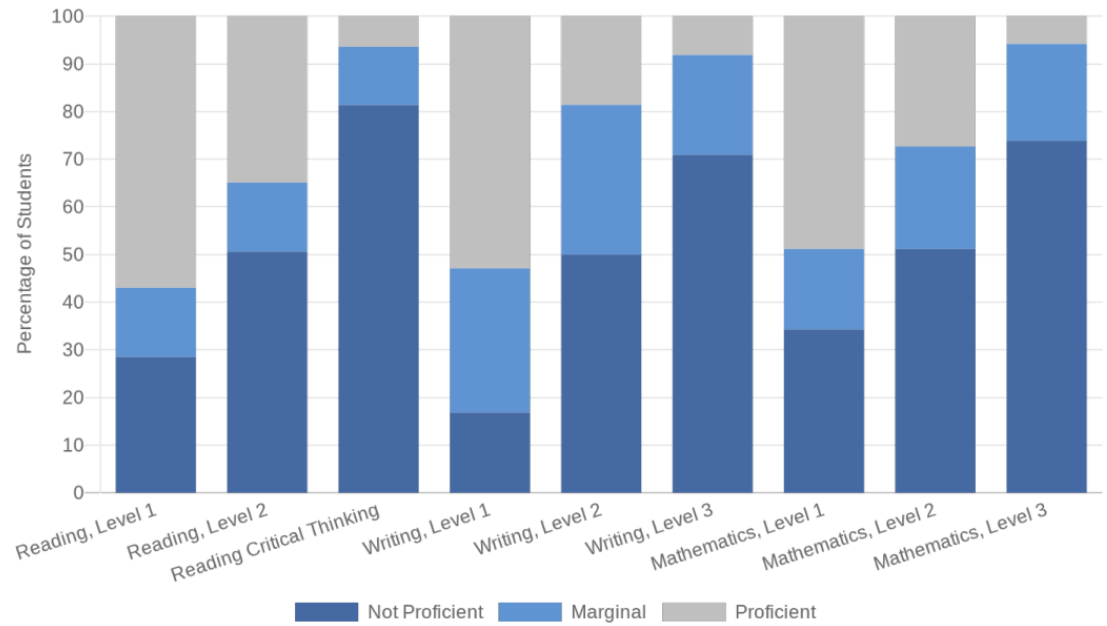
The **mathematics** questions test student's ability to interpret mathematical terms, interpret tables and graphs, evaluate formulas, compare numbers expressed in different ways, interpret ratios, proportions, and percentages, and recognize equivalent mathematical formulas or expressions.



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.

| Skill Dimension | Not Proficient | Marginal | Proficient |
|---------------------------|----------------|----------|------------|
| Reading, Level 1 | 28.49% | 14.53% | 56.98% |
| Reading, Level 2 | 50.58% | 14.53% | 34.88% |
| Reading Critical Thinking | 81.40% | 12.21% | 6.40% |
| Writing, Level 1 | 16.86% | 30.23% | 52.91% |
| Writing, Level 2 | 50.00% | 31.40% | 18.60% |
| Writing, Level 3 | 70.93% | 20.93% | 8.14% |
| Mathematics, Level 1 | 34.30% | 16.86% | 48.84% |
| Mathematics, Level 2 | 51.16% | 21.51% | 27.33% |
| Mathematics, Level 3 | 73.84% | 20.35% | 5.81% |



Level 1 Proficiency (Total score range 430-449)
Individuals scoring in the Level 1 Proficiency range tend to demonstrate the following abilities:

| | |
|-------------|---|
| Reading | <ul style="list-style-type: none"> Recognize factual material explicitly presented in a reading passage. Understand the meaning of particular words or phrases in the context of a reading passage. |
| Writing | <ul style="list-style-type: none"> Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) Recognize appropriate transition words Recognize incorrect word choice Order sentences in a paragraph Order elements in an outline. |
| Mathematics | <ul style="list-style-type: none"> Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality Solve problems involving the informal properties of numbers and operations including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent) Solve problems requiring a general understanding of square roots and the squares of numbers Solve a simple equation or substitute numbers into an algebraic expression Find information from a graph. |

Level 2 Proficiency (Total score range 450-470)
Individuals scoring in the Level 2 Proficiency range tend to demonstrate the following abilities:

| | |
|-------------|--|
| Reading | <ul style="list-style-type: none"> Recognize factual material explicitly presented in a reading passage Understand the meaning of particular words or phrases in the context of a reading passage Synthesize material from different sections of a passage Recognize valid inferences derived from material in the passage Identify accurate summaries of a passage or of significant sections of the passage Understand and interpret figurative language Discern the main idea, purpose or focus of a passage or a significant portion of the passage. |
| Writing | <ul style="list-style-type: none"> Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) Recognize appropriate transition words Recognize incorrect word choice Order sentences in a paragraph Order elements in an outline 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. |
| Mathematics | <ul style="list-style-type: none"> Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality Solve problems involving the informal properties of numbers and operations including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent) Solve problems requiring a general understanding of square roots and the squares of numbers Solve a simple equation or substitute numbers into an algebraic expression Find information from a graph Solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios Simplify algebraic expressions, perform basic translations and draw conclusions from algebraic equations and inequalities Interpret a trend represented in a graph or choose a graph that reflects a trend Solve problems involving sets. |

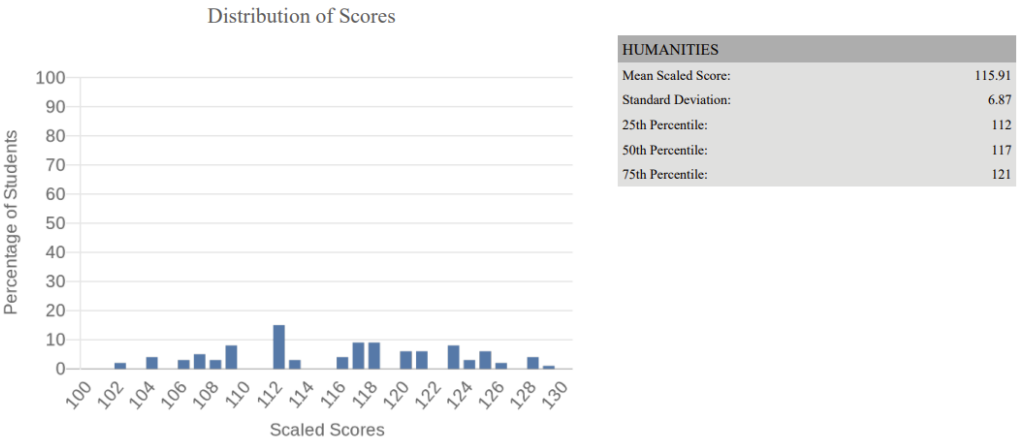
Level 3 Proficiency (Total score range 471-500)
Individuals scoring in the Level 3 Proficiency range tend to demonstrate the following abilities:

| | |
|-------------------|--|
| Reading | <ul style="list-style-type: none"> Recognize factual material explicitly presented in a reading passage Understand the meaning of particular words or phrases in the context of a reading passage Synthesize material from different sections of a passage Recognize valid inferences derived from material in the passage Identify accurate summaries of a passage or of significant sections of the passage Understand and interpret figurative language Discern the main idea, purpose or focus of a passage or a significant portion of the passage. |
| Critical Thinking | <ul style="list-style-type: none"> Evaluate competing causal explanations Evaluate hypotheses for consistency with known facts Determine the relevance of information for evaluating an argument or conclusion Determine whether an artistic interpretation is supported by evidence contained in a work Recognize the salient features or themes in a work of art Evaluate the appropriateness of procedures for investigating a question of causation Evaluate data for consistency with known facts, hypotheses or methods Recognize flaws and inconsistencies in an argument. |
| Writing | <ul style="list-style-type: none"> Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) Recognize appropriate transition words Recognize incorrect word choice Order sentences in a paragraph Order elements in an outline 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. |
| Mathematics | <ul style="list-style-type: none"> Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality Solve problems involving the informal properties of numbers and operations including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent) Solve problems requiring a general understanding of square roots and the squares of numbers Solve a simple equation or substitute numbers into an algebraic expression Find information from a graph Solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios Simplify algebraic expressions, perform basic translations and draw conclusions from algebraic equations and inequalities Interpret a trend represented in a graph or choose a graph that reflects a trend Solve problems involving sets. |

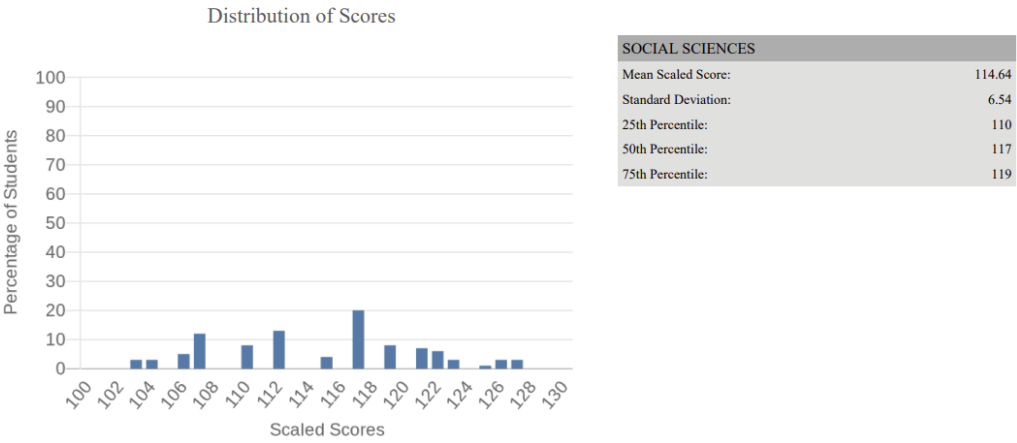
Context-Based Subscores

The reading and critical thinking questions test student's ability to read carefully and think critically about issues and arguments from the **humanities**, **social sciences**, and **natural sciences**. They are not intended to test specific content knowledge in these fields. All the information needed to answer these questions is presented in the test.

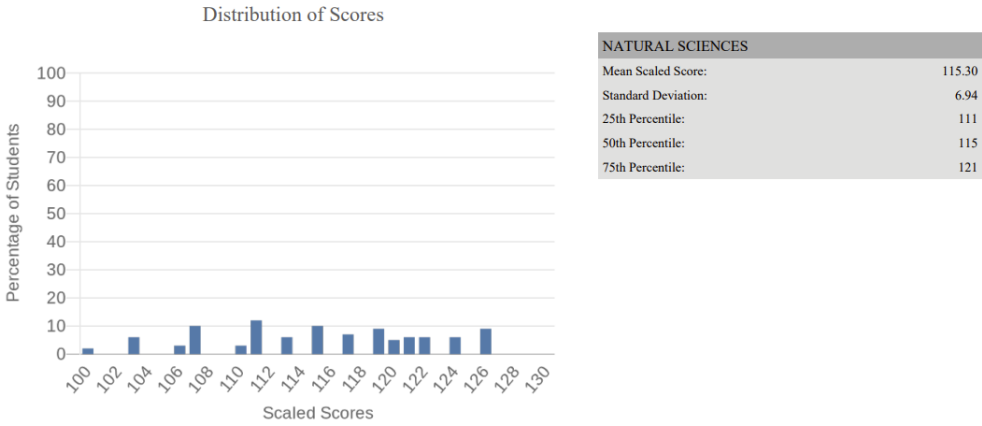
Humanities (Scale of 100 to 130)



Social Sciences (Scale of 100 to 130)



Natural Sciences (Scale of 100 to 130)



To compare your institution's scores with the current national comparative data, go to the Proficiency Profile Comparative Data Guide on the web at <https://success.territorium.com/epp-comparative-data>

CSV Data Report

| A | B | C | D | E | F | G | H |
|------------------------------|-----------------|-----------------|---------------|--------------|-------------------|------------|---------------|
| Assessment Administration | started | finished | Time extended | Learner Name | Learner last name | learner Id | Learner Email |
| Spring 2023 Sophomore Cohort | 3/16/2023 13:24 | 3/16/2023 13:54 | no | Frank | | 1071302 | |
| Spring 2023 Sophomore Cohort | 3/16/2023 13:28 | 3/16/2023 13:59 | no | Jenn | | 1076896 | |
| Spring 2023 Sophomore Cohort | 3/16/2023 13:29 | 3/16/2023 14:10 | no | George | | 1077663 | |
| Spring 2023 Sophomore Cohort | 3/16/2023 13:30 | 3/16/2023 14:15 | no | Hannah | | 1078266 | |
| Spring 2023 Sophomore Cohort | 3/16/2023 13:30 | 3/16/2023 14:09 | no | Steph | | 1076964 | |
| Spring 2023 Sophomore Cohort | 3/16/2023 13:31 | 3/16/2023 14:05 | no | Bob | | 1077029 | |

| I | J | K | L | M | N | O | P | Q |
|-----------|-------------|-----------------------|-------------|-----------------|----------------|---------------------|----------------------|-------|
| % answers | pps_reading | pps_critical_thinking | pps_writing | pps_mathematics | ppc_humanities | ppc_social_sciences | ppc_natural_sciences | total |
| 100 | 126 | 112 | 108 | 115 | 123 | 119 | 115 | 447 |
| 100 | 124 | 112 | 116 | 117 | 117 | 117 | 121 | 455 |
| 100 | 130 | 123 | 123 | 123 | 128 | 121 | 126 | 490 |
| 100 | 111 | 104 | 106 | 109 | 112 | 110 | 103 | 416 |
| 100 | 127 | 115 | 116 | 117 | 124 | 117 | 121 | 464 |
| 100 | 127 | 114 | 110 | 120 | 120 | 121 | 119 | 458 |

| R | S | T | U | V | W | X | Y | Z |
|--|--|--|------------------|------------------|------------------|--------------------------|--------------------------|--------------------------|
| pps_reading- pps_critical_thinking-pl_1 | pps_reading- pps_critical_thinking-pl_2 | pps_reading- pps_critical_thinking-pl_3 | pps_writing-pl_1 | pps_writing-pl_2 | pps_writing-pl_3 | pps_mathematics- pl_1 | pps_mathematics- pl_2 | pps_mathematics- pl_3 |
| P | P | N | M | N | N | P | M | M |
| P | P | N | P | M | N | P | M | N |
| P | P | P | P | P | M | P | P | M |
| N | N | N | N | N | N | N | N | N |
| P | P | M | M | M | N | P | M | N |
| P | P | N | N | N | N | P | P | M |