

CLA+ Assessment Results STUDENT REPORT



Student Name
Institution Name
Spring 2022

OVERVIEW

Total Score: 1,231

Your total score is calculated from your scores on the Performance Task and on the Selected Response Questions.

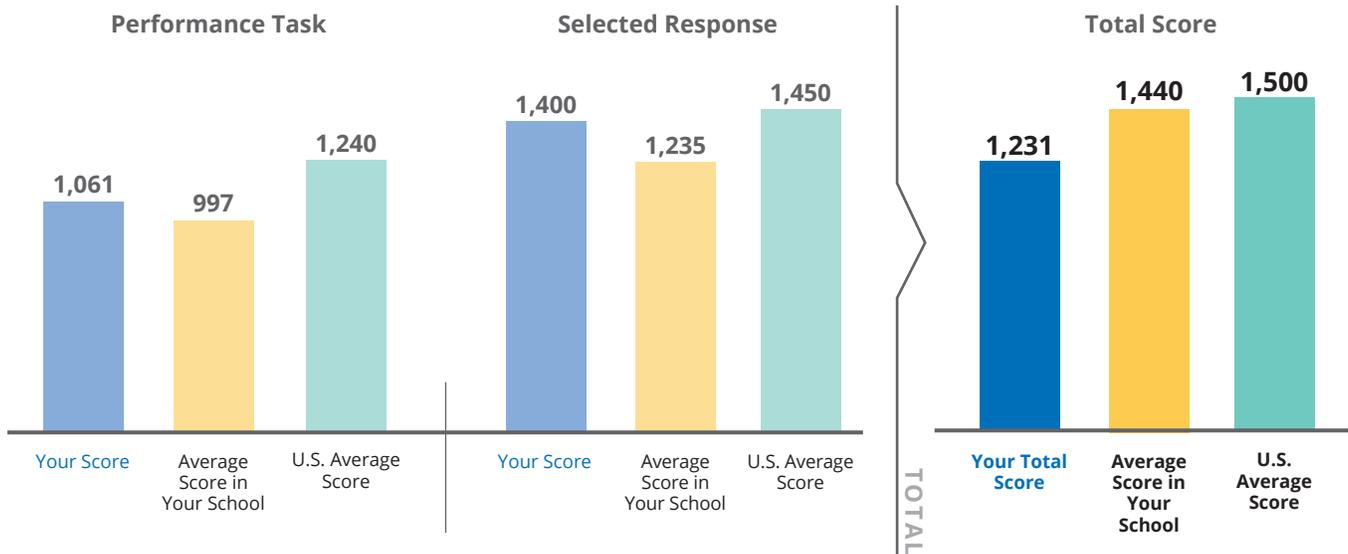
U.S. Percentile Ranking: 78

This is the percentage of students who scored **below** your score. You scored better than 78% of students who took the test in the U.S.

Mastery Level: Accomplished

This describes your level of performance based on your total score.

Your Scores in Comparison to Average Scores



National Percentile Rankings

	US. Average	Your Ranking
Total Score	50%	78%
Performance Task Score	39%	22%
Selected Response Score	95%	73%

Mastery Level: Accomplished

Accomplished means that you have demonstrated that you can:

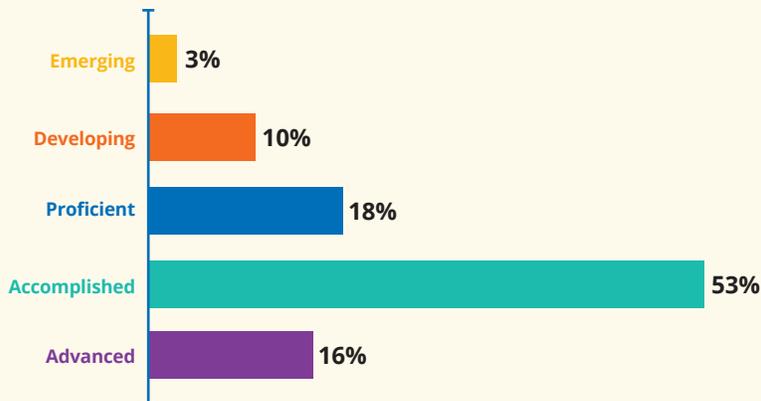
- Analyze information, identify key facts, and make inferences
- Identify bias
- Identify false claims
- Evaluate the credibility of sources
- Develop an independent argument
- Write your response clearly and in an organized way

There are five mastery levels

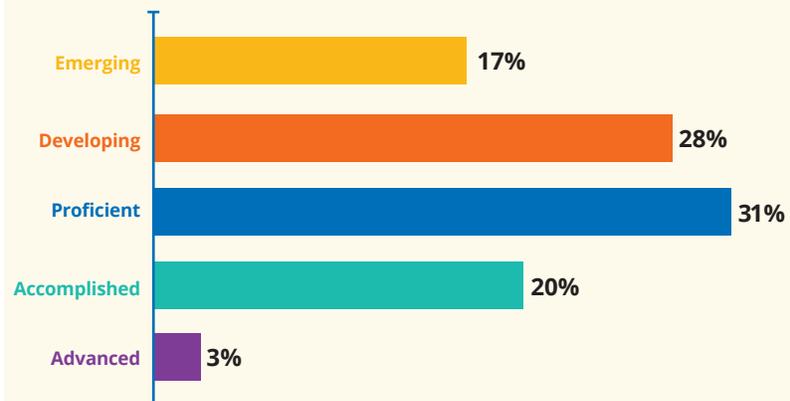


[Click here to learn more about mastery levels.](#)

Mastery Levels at Your School

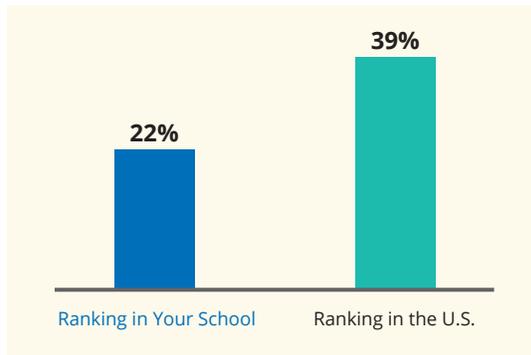


Mastery Levels in the U.S.



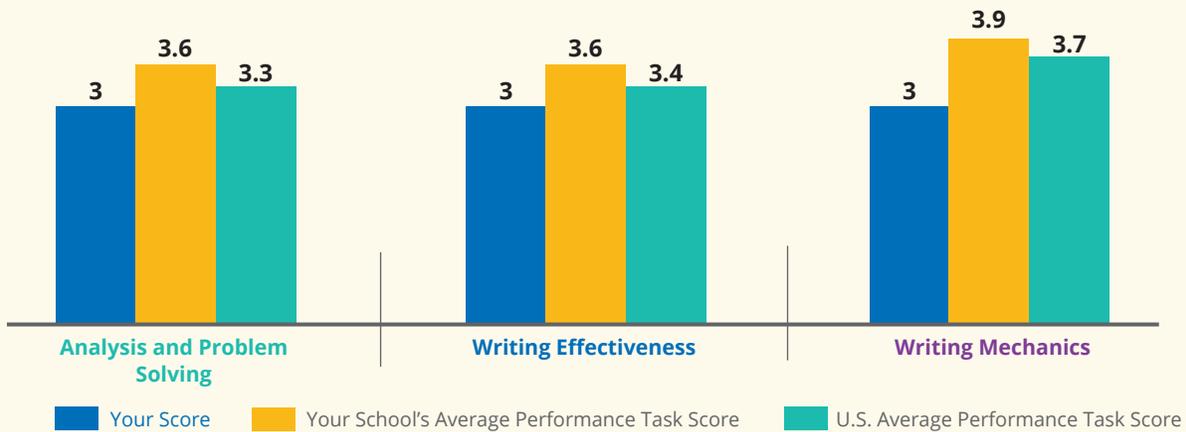
PERFORMANCE TASK RESULTS

Score: 1,061



The Performance Task demonstrated your proficiency with three critical thinking and written communication skills:

- Analysis and Problem Solving
- Writing Effectiveness
- Writing Mechanics



ABOUT THE SKILLS



Analysis and Problem Solving

- Identifying facts or ideas and interpreting them accurately
- Computing values that are pertinent to the task at hand
- Identifying information that is connected and conflicting
- Analyzing logic and identifying assumptions in arguments
- Evaluating the reliability of information
- Synthesizing information from multiple sources
- Deciding on a course of action to solve a problem
- Selecting the strongest data to support a decision
- Recognizing that a text may leave some matters uncertain



Writing Effectiveness

- Stating a position clearly
- Presenting evidence in support of an argument
- Elaborating on facts or ideas
- Constructing an organized and logically cohesive argument
- Including the use of effective transitions
- Considering counterarguments and addressing weaknesses in them

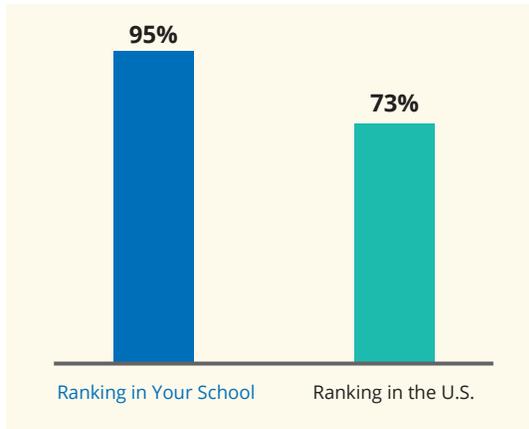


Writing Mechanics

- Using vocabulary correctly
- Demonstrating effective use of varied and complex vocabulary
- Constructing grammatically and syntactically correct sentences
- Varying structure and complexity of sentences
- Writing Effectiveness

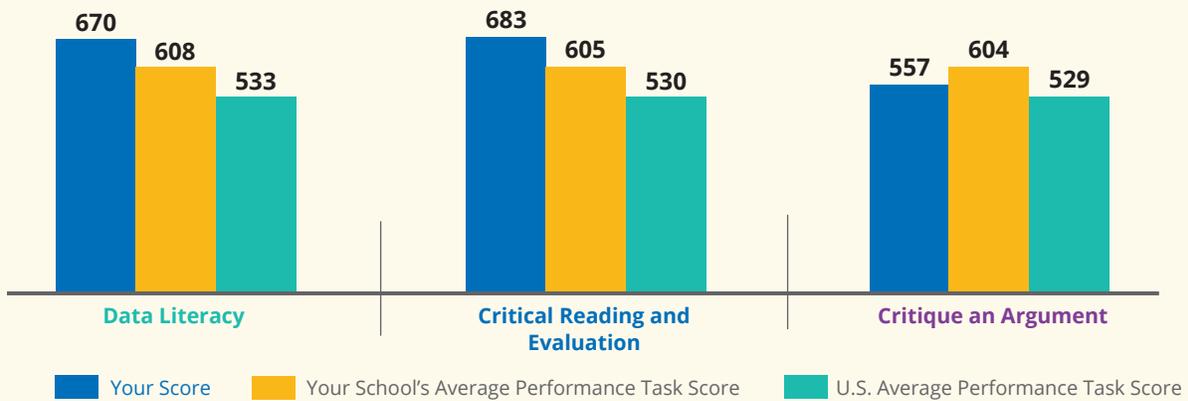
SELECTED RESPONSE RESULTS

Score: 1,400



The Selected Response questions demonstrated your proficiency with three critical thinking and analytical reasoning skills:

- Data Literacy
- Critical Reading and Evaluation
- Critique an Argument



ABOUT THE SKILLS



Data Literacy

- Making inferences and hypotheses based on given results
- Evaluating data collection methodology
- Identifying data that is connected and conflicting
- Detecting questionable assumptions
- Supporting or refuting a position with scientific evidence
- Drawing a conclusion
- Evaluating alternate conclusions
- Recognizing when additional research is required



Critical Reading and Evaluation

- Supporting or refuting a position
- Analyzing logic
- Identifying assumptions in arguments
- Evaluating the reliability of information
- Identifying connected and conflicting information
- Making justifiable inferences



Critique an Argument

- Detecting logical flaws and questionable assumptions
- Addressing information that could strengthen or weaken an argument
- Evaluating alternate conclusions

Overview

A student's total CLA+ score is an aggregate measure that summarizes a combination of analytical reasoning, problem solving, and written communication skills. It can range from approximately 400 to 1600, with higher values indicating greater mastery of these skills.

The CLA+ score is comprised of the student's the following two section scores:

- **Performance Task (PT):** The score students receive on the written portion of the assessment
- **Selected-Response (SR):** The score students receive on the multiple-choice section of the assessment

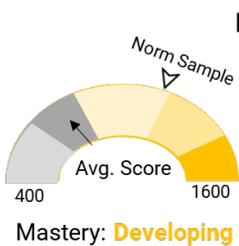
Mastery Levels

Mastery Levels contextualize CLA+ scores by interpreting test results in relation to the qualities exhibited by students. Each Mastery Level corresponds to a specific rank of critical-thinking and written-communication skills. A student's score may fall into one of five mastery levels along the following continuum: Emerging, Developing, Proficient, Accomplished, or Advanced.

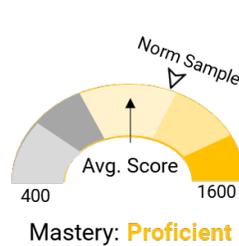
Emerging • Developing • Proficient • Accomplished • Advanced

Percentile Rankings

Percentile rankings allow for normative interpretations of your students' performance. These rankings indicate how well your institution performed relative to other CLA+ colleges and universities. Percentile rankings indicate the percentage of CLA+ institutions whose scores are equal to or less than your own.



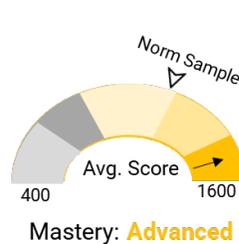
Total: XXth Percentile
PT: XXth Percentile
SR: XXth Percentile



Total: XXth Percentile
PT: XXth Percentile
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Total: XXth Percentile
PT: XXth Percentile
SR: XXth Percentile

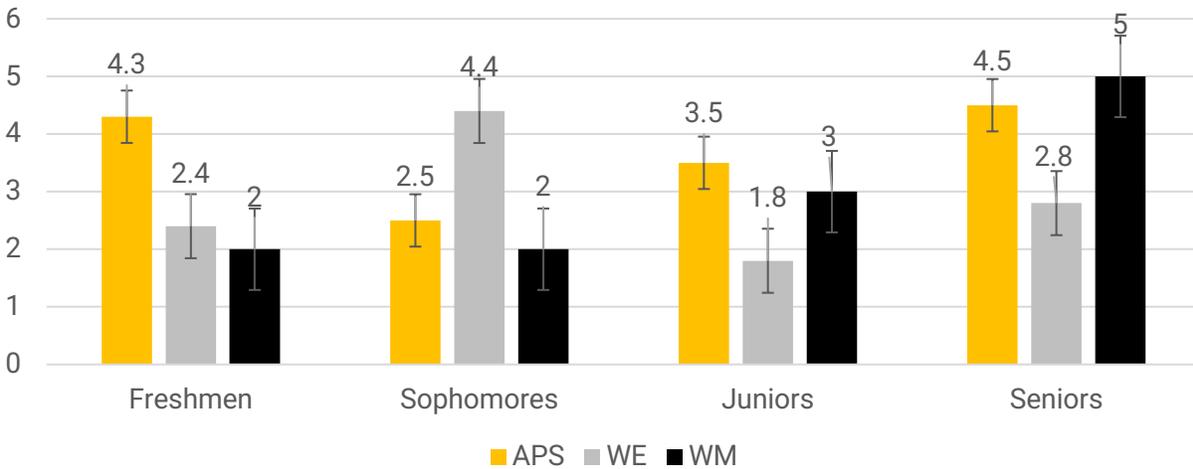


Total: XXth Percentile
PT: XXth Percentile
SR: XXth Percentile

CLA+ Subscores – Drill Down

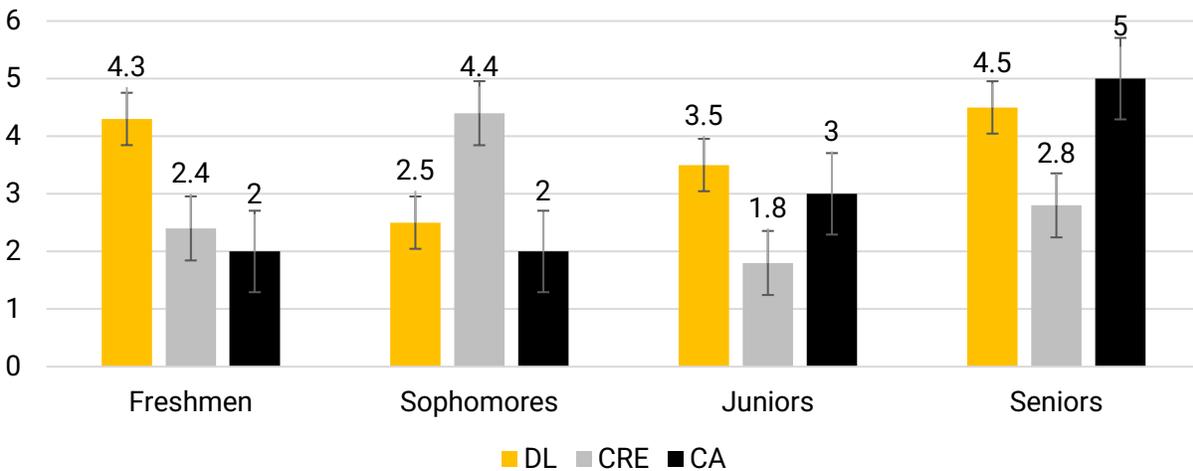
In addition to a total CLA+ score, there are six sub scores. The Performance Task—the essay-based section of the exam—is scored in three skill areas: Analysis and Problem Solving (APS), Writing Effectiveness (WE), and Writing Mechanics (WM). Students receive criterion-referenced subscores for each skill category based on key characteristics of their written responses.

Average PT Subscores, by Class



Selected-Response Questions are also scored in three skill areas: Data Literacy (DL), Critical Reading and Evaluation (CRE), and Critiquing an Argument (CA). These subscores are scored based on the number of correct responses that students provide.

Average SR Subscores, by Class



CLA+ Total and Section Scores – Growth Estimates

The institutional report contains two types of growth estimates: effect sizes and value-added scores.

Effect sizes show a standardized estimate of the amount of growth shown between classes. Unlike with raw comparisons, effect sizes account for score variability. This means that, if the students in one class have a particularly high degree of variability in their scores (i.e. their scores are more “spread out”), then the effect-size estimate will adjust for this variation. Effect sizes are reported in standard deviation units. (Standard deviation is a measure of the how close each score in a data set is to the mean, or average score.)

Effect-Size, versus Freshmen

	Total CLA+ Score	Performance Task Score	Selected-Response Score
Sophomores	-.14	-.14	-.14
Juniors	.14	.14	.14
Seniors	.14	.14	.14

Value-added scores estimate the level of cognitive growth relative to other CLA+ schools. Specifically, value-added scores (reported in standard deviation units) indicate the degree to which the average senior CLA+ scores meet, exceed, or fall below expectations. This is based upon the following two factors: the level of education attained by the parents of the seniors and the mean CLA+ performance of their freshmen counter parts. In other words, the value-added score compares actual senior performance against expected seniors’ performance. This figure accounts for class demographics as well as freshman exam scores.

	Expected Senior Mean Score	Actual Senior Mean Score
Total CLA+ Score	1196	1132
Performance Task Score	1151	1074
Selected-Response Score	1243	1189

	Value-Added Score	Performance Level	Percentile Rank	Confidence Interval	
				Lower	Upper
Total CLA+ Score	1.47	Above	54	0.43	2.51
Performance Task Score	1.47	Above	60	0.39	2.55
Selected-Response Score	1.24	Above	48	0.08	2.40

Data Literacy (DL)

Class	Mastery Level	Data Literacy Score
Freshmen	Proficient	500
Sophomores	Proficient	500
Juniors	Accomplished	600
Seniors	Accomplished	600

- The national average DL score for students who performed at the **Proficient** mastery level was **532**.
- The national average DL score for students who performed at the **Advanced** mastery level was **601**.

The above table shows how your students at each class level performed on the Data Literacy portion of CLA+ relative to the national average. Below is an in-depth view of the Data Literacy KSAs (knowledge/skills/abilities) measured by this assessment, as well as functional examples of how students demonstrate mastery of these skills.

To help your students improve upon their Data Literacy skills, you may wish to embed the following KSAs into classroom assignments. We recommend incorporating the language from our KSA criteria into classroom rubrics.

Data Literacy KSAs	Criteria
Making inferences and hypotheses based on given results	Identifies a logical hypothesis that explains or predicts a relationship between the variables presented in a research study
	Considers a given hypothesis and correctly predicts what a given graph or chart should look like if that hypothesis is true or false.
Supporting or refuting a position	Provided a series of claims about a particular trend or phenomenon, students refer back to given data or research findings to select which claim is evidence-based.
Identifying information or quantitative data that is connected and conflicting	Interprets an advanced chart or graph (e.g. A scatterplot or stacked bar graph) and accurately describes the relationship being depicted in that chart or graph.
	Selects a visual display that most accurately represents given data.

Data Literacy KSAs	Criteria
Detecting questionable assumptions	Recognizes and calls out flaws in the author’s interpretation of a research study, such as an overstatement of generalizability or a conflation of correlation and causation.
Evaluating the reliability of a given experimental design or data collection methodology.	Selects a randomized-controlled experiment as the best method for determining causality.
	Identifies the purpose of various methods used in a research study (e.g. Random assignment, inclusion of a control group).
Deciding on a course of action to solve the problem.	Recommends a course of action that is most in line with the outcomes predicted by data presented in a graph or chart.
Recognizing when a text has open issues that require additional research	Identifies a potential relationship between variables that warrants further examination.
Evaluating alternate conclusions	Recognizes a plausible alternate explanation to an author’s conclusion about a research study.
	Demonstrates awareness that there may be more than one possible explanation for a given observation.