

Sample Institute

June 2025

Summary

This report provides an analysis of your students' performance on the Collegiate Learning Assessment (CLA+) which measures proficiency with critical thinking, problem-solving, and written communication skills. Only students that completed the entire assessment are included in this report.

This assessment will help you understand your students' current skill level and areas in which they can improve — increasing their potential for academic and career success.

In addition to your institution's data, we have compared your students' scores with our normalized sample. You can use these data to:

- Develop programs and provide instruction to help students develop their critical thinking, problem-solving, and written communication skills
- Provide additional supports to students who have greater opportunities for growth
- Help students set goals for growth in these essential skills
- Demonstrate student abilities and outcomes to hiring organizations

INSTITUTION REPORT

Summary

	Year	1	4
Student Count		98	130
Average Mastery Level		2 - Developing	3 - Proficient
Proficient or Above		52%	83%
Institution Ranking		86	28
Effect Size			Moderate Positive

Based on your institution's average Total Score when compared to other institutions in the US Norm Sample. Comparisons to CAE's U.S. Norm Sample and to other Institutions are currently only available for 1st and 4th year students.

INSTITUTION REPORT

Mastery Level	Average Mastery Level	Year	
		1	4
	% Proficient or Above (Your Students)	2 - Developing	3 - Proficient
	% Proficient or Above (Norm Sample)	52%	83%

Mastery Level is determined from CAE's standard setting study that defines the profiles for students at the Emerging, Developing, Proficient, Accomplished, and Advanced levels (see next page). The profiles are based on the critical thinking and written communication knowledge, skills, and abilities needed to perform at these levels on this assessment. For more information on mastery levels and our standard setting study, [click here](#).

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Students at the **Developing** level can improve by:

- Stating a claim or decision and supporting it with evidence from the information in the documents
- Refraining from using opinions when citing evidence
- Counteracting opposing positions
- Understanding the purpose of data
- Analyzing the data, but not necessarily perfectly
- Organizing responses in a manner that reads logically
- Following language and vocabulary conventions

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Students at the **Proficient** level can improve by:

- Making a claim and supporting that claim using some evidence that is based upon the information provided in the documents
- Understanding the data that are presented in the task and using and interpreting the data, although not perfectly
- Presenting a basic argument, but may miss the opposing position(s)
- Writing simple sentences that generally follow language and vocabulary conventions

Mastery Level Distribution - Year 1

100%

80%

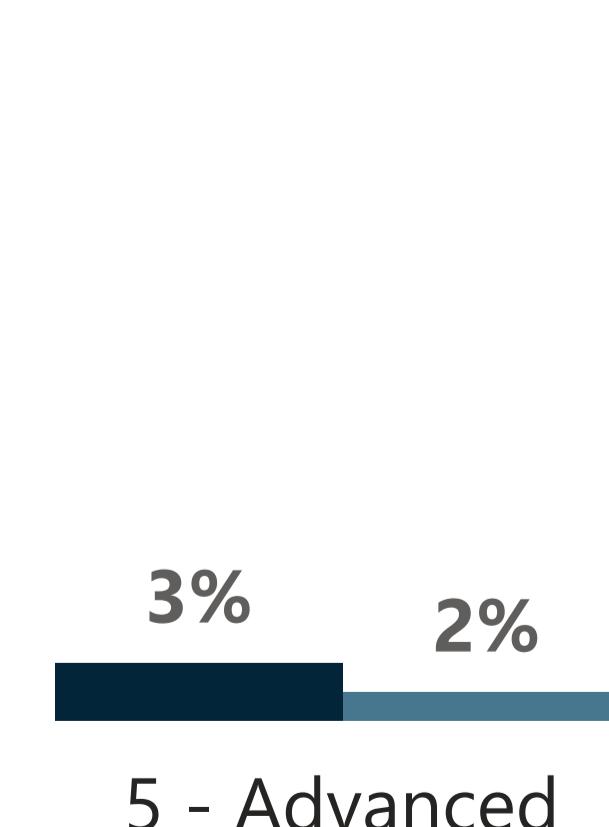
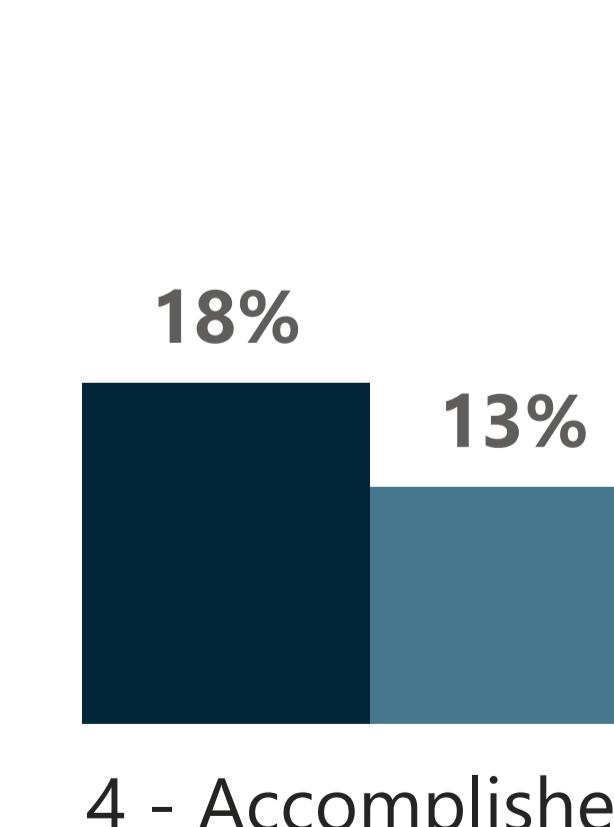
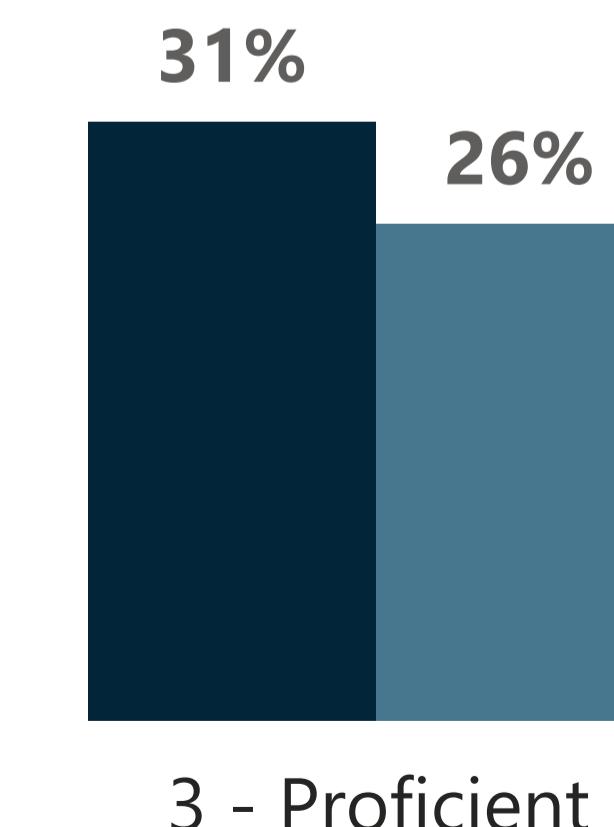
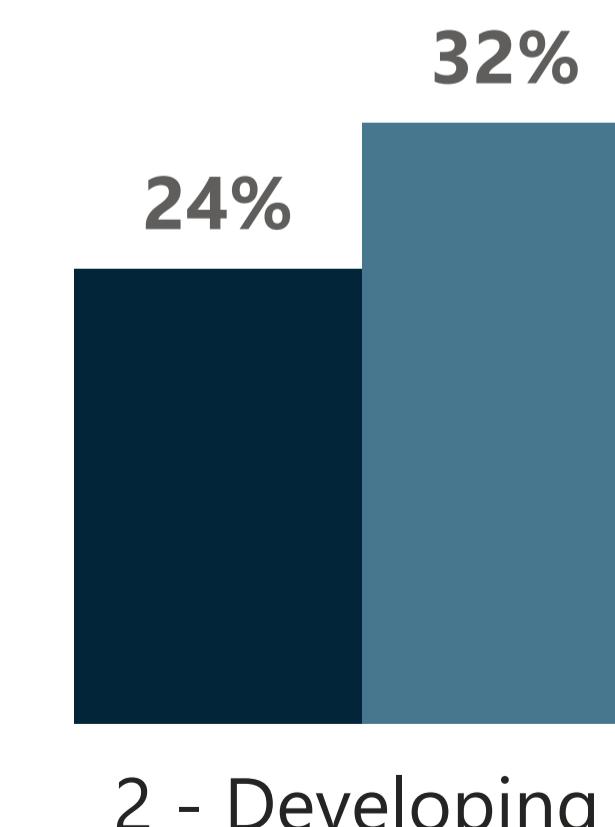
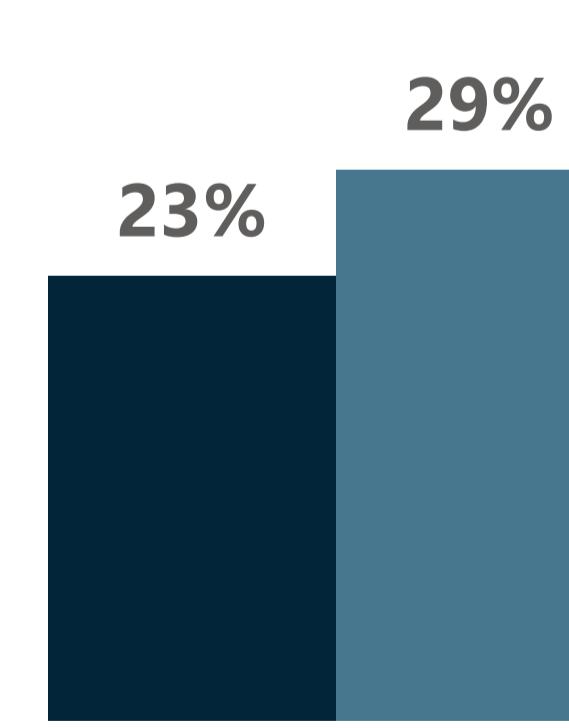
60%

40%

20%

0%

- Your Students
- Norm Sample



Mastery Level Distribution - Year 4

100%

80%

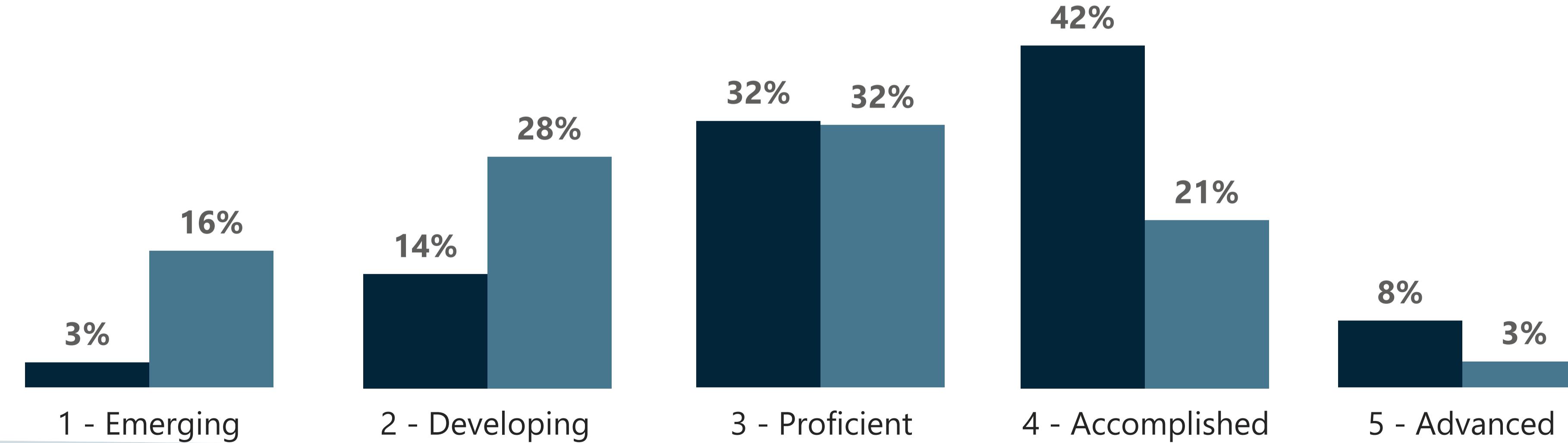
60%

40%

20%

0%

- Your Students
- Norm Sample



Total Average Score

Year	1	4
Total Average Score (Your Students)	1,088	1,215
Total Average Score (Norm Sample)	1,040	1,108
Percentile Ranking (Your Students)	73%	92%

Percentile rankings allow for normative interpretations of your students' performance, indicating how well your institution performed relative to others that administered the same assessment. Percentile Ranking is based on your institution's Total Average Score compared to all students in our Norm Sample.

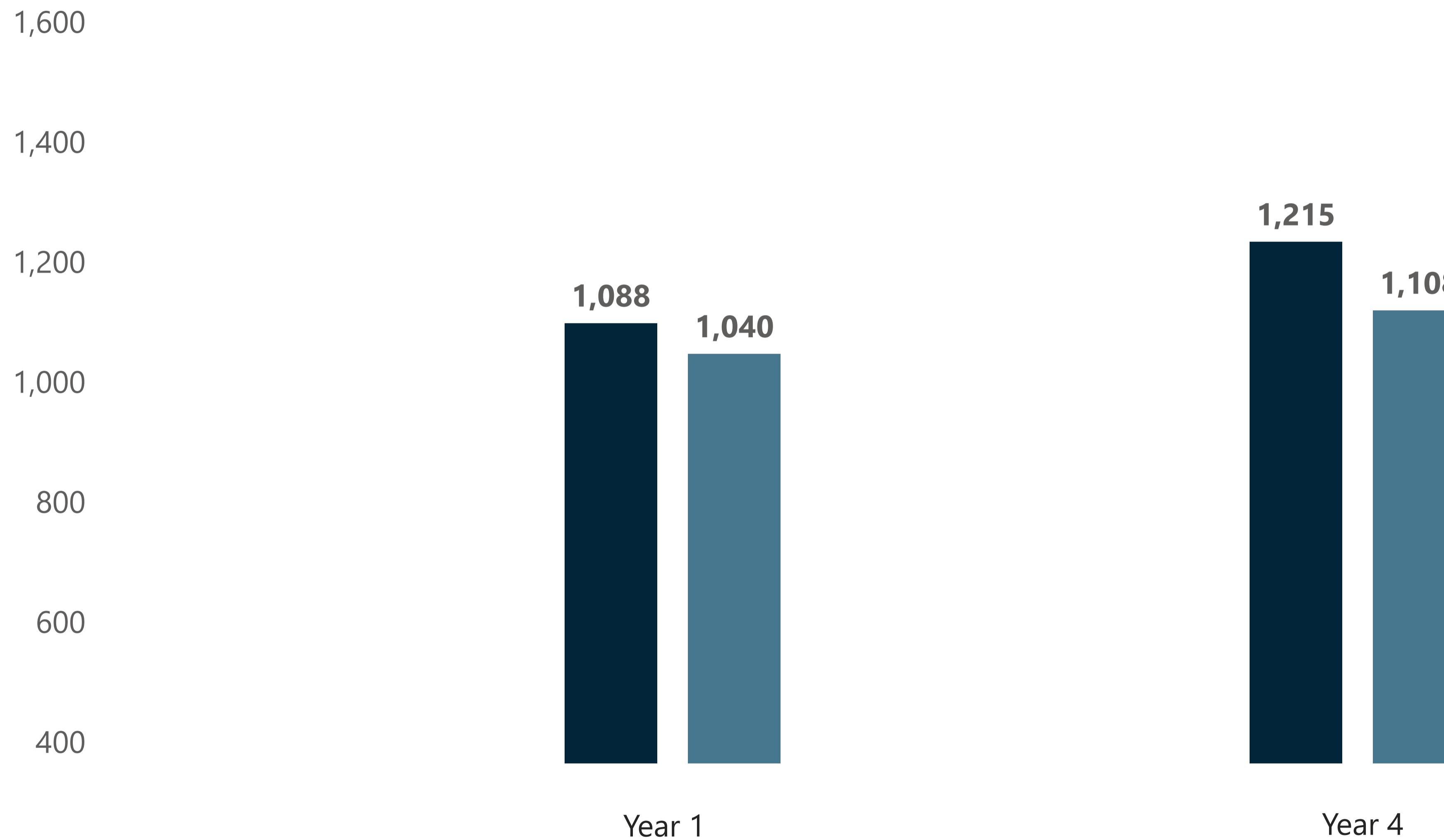
The Total Average Score is an aggregate measure that summarizes a combination of analytical reasoning, problem-solving, and written communication skills.

The Total Average Score is comprised of students' scores for each section:

- Performance Task (PT): The average score students received on the 60-minute performance task
- Selected Response (SR): The average score students received on the 30-minute selected response section

For more information on opportunities to improve your students' Total Score, please see the PT and SR subscore sections on the following pages.

Total Average Score



*Total Avg Score range:
400 to 1600*

Performance Task (PT)

Year	1	4
Average PT Score (Your Students)	1,048	1,172
Average PT Score (Norm Sample)	1,024	1,088
Percentile Ranking (Your Students)	61%	87%

The Performance Task demonstrates students' proficiency with three critical thinking and written communication skills:

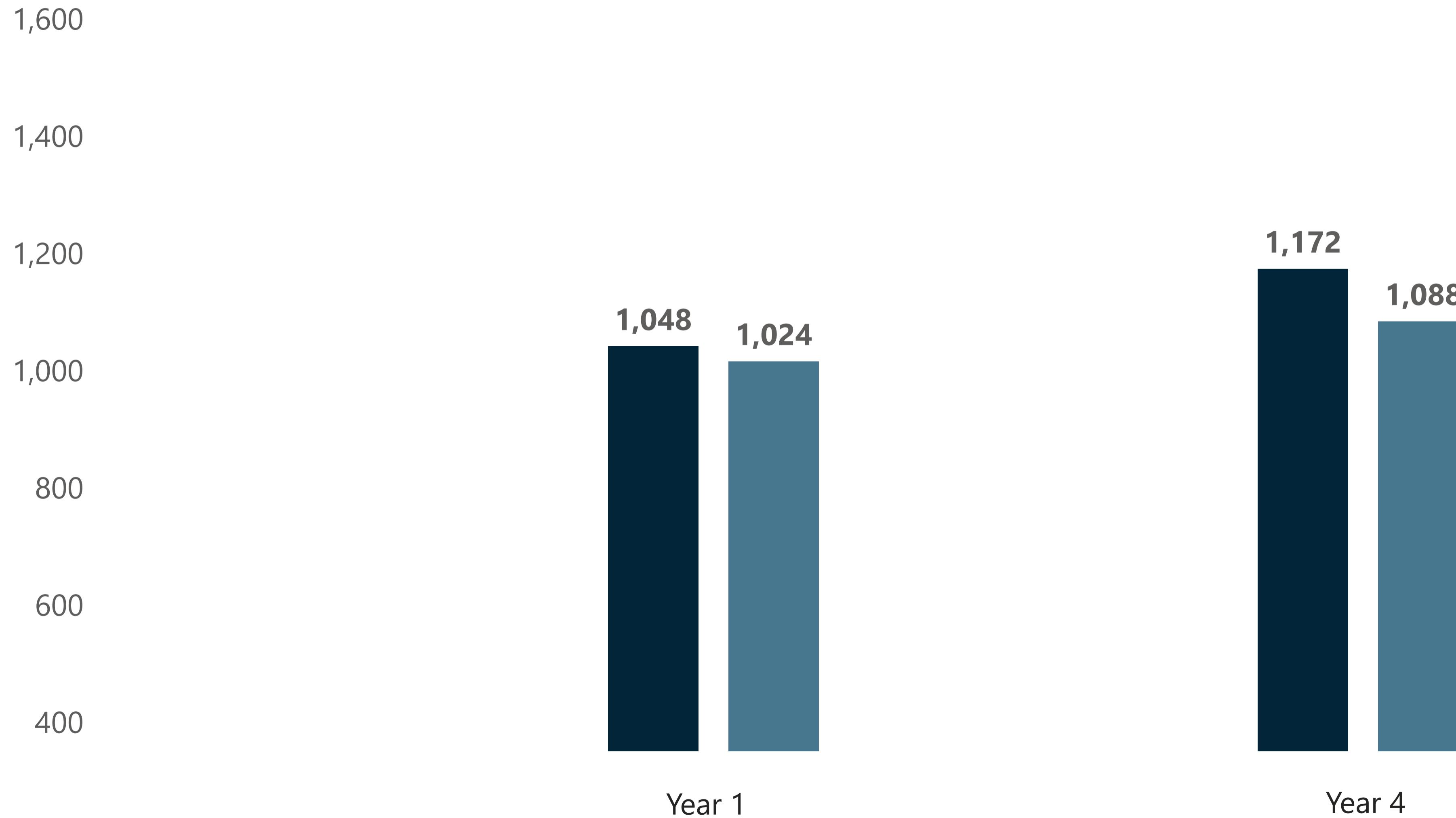
- **Analysis and Problem Solving (APS)**
- **Writing Effectiveness (WE)**
- **Writing Mechanics (WM)**

Students receive criterion-referenced subscores for each skill category based on key characteristics of their written responses.

The table above shows your institution's average PT score and Percentile Ranking compared to the US Norm Sample.

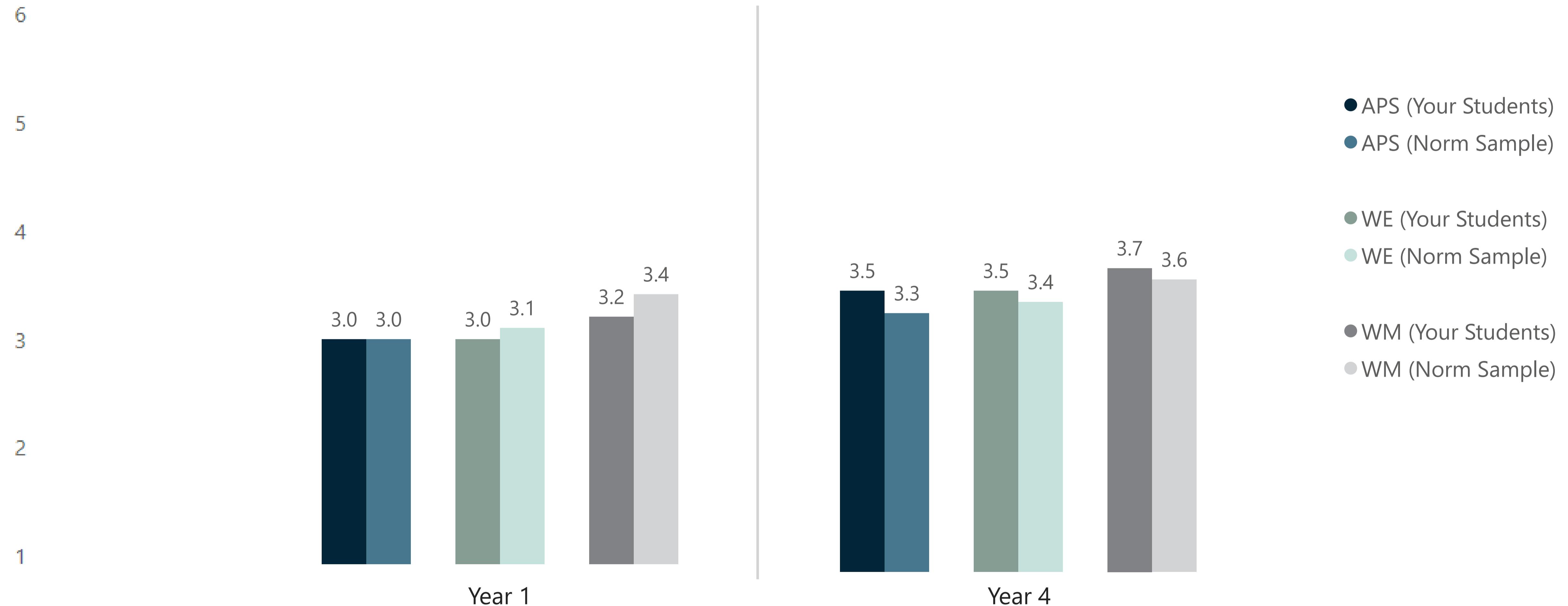
The following charts show this information along with a breakdown of PT subscores.

Performance Task (PT) Average Score



*Total Avg Score range:
400 to 1600*

Performance Task (PT) Average Score



PT Avg Subscore range: 1 to 6

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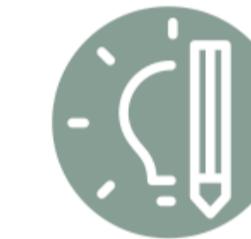
Student performance can be improved by addressing the skills described below and in the scoring rubric. We recommend embedding the following knowledge, skills, and abilities into classroom assignments. For more information on the scoring rubric, please click [here](#).

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

Selected Response (SR)

	Year	1	4
SR Score Average (Your Students)		1,127	1,257
SR Score Average (Norm Sample)		1,056	1,129
Percentile Ranking (Your Students)		80%	95%

The Selected Response questions demonstrate students' proficiency with three critical thinking and analytical reasoning skills:

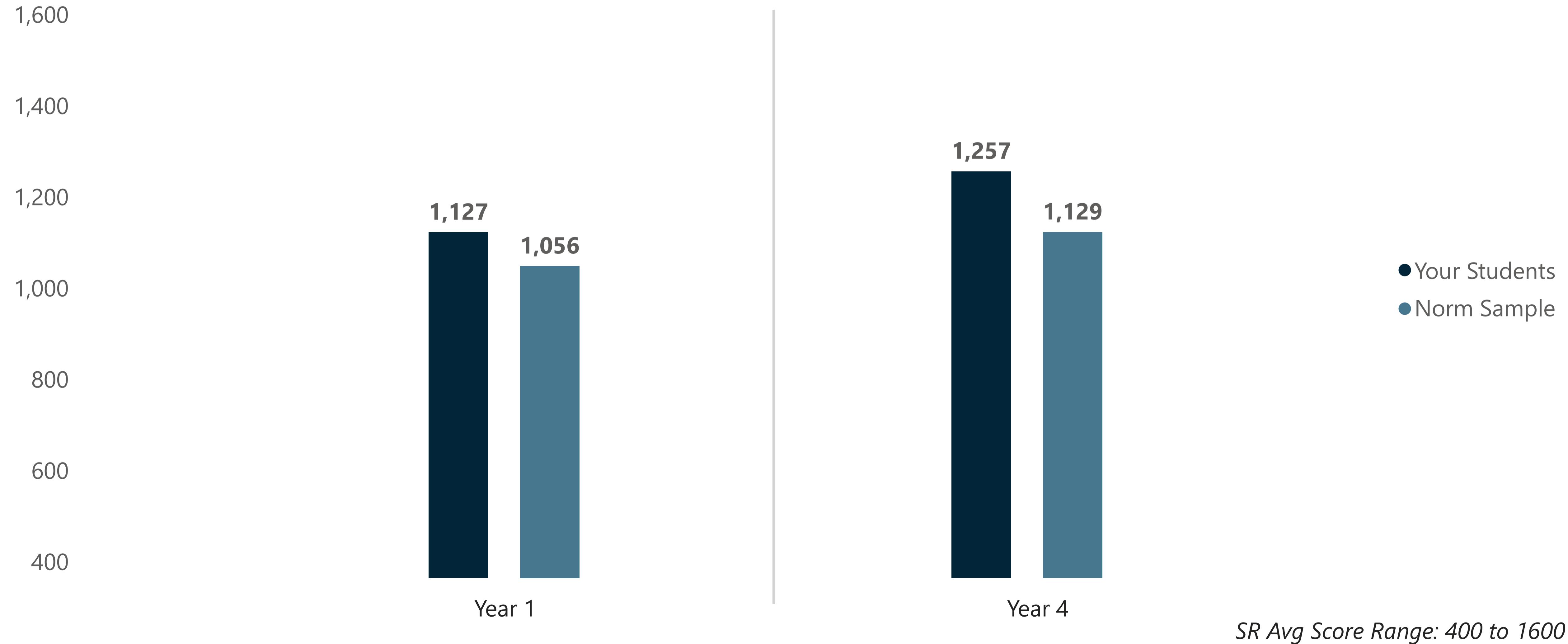
- **Data Literacy (DL)**
- **Critical Reading and Evaluation (CRE)**
- **Critique an Argument (CA)**

Students receive subscores for each skill category based on the number of correct responses provided.

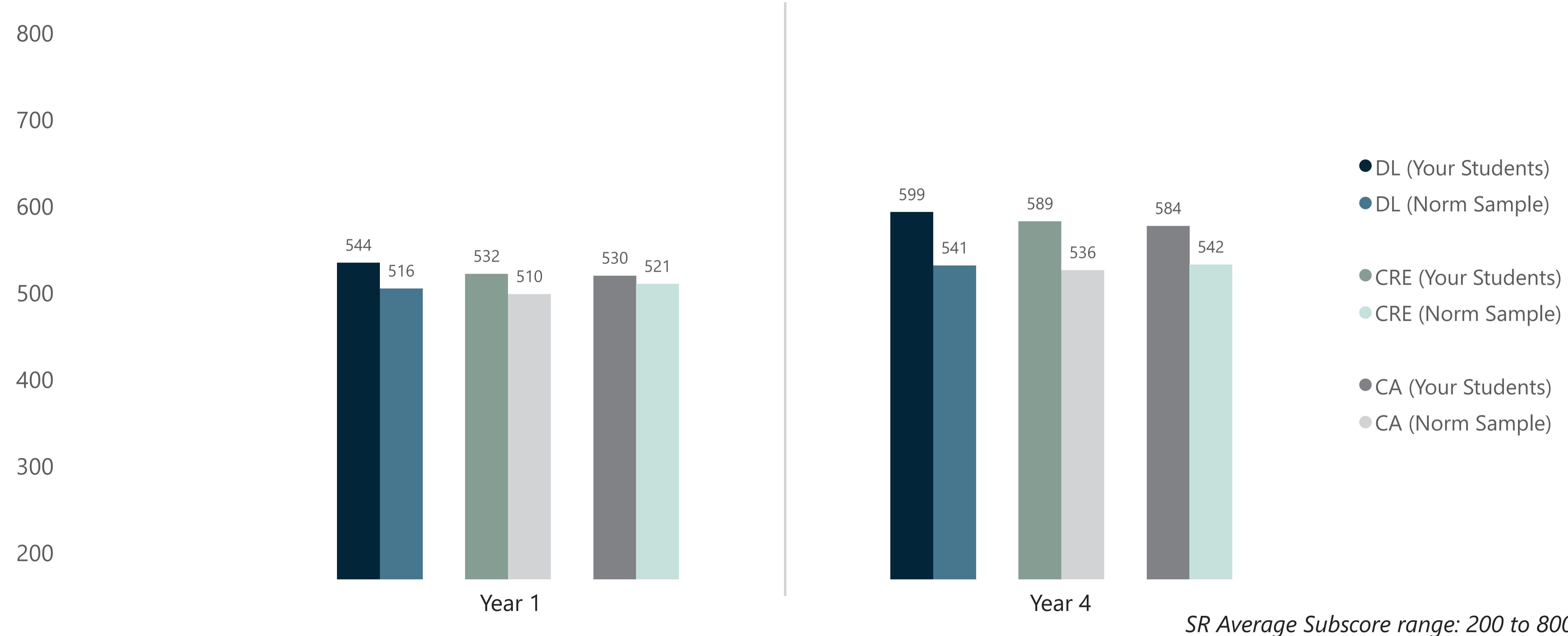
The table above shows your institution's average SR score and Percentile Ranking compared to the US Norm Sample.

The following charts show this information along with a breakdown of SR subscores.

Selected Response (SR) Average Score



Selected Response (SR) Average Score



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Student performance can be improved by addressing the skills described below and in the scoring rubric. We recommend embedding the following knowledge, skills, and abilities into classroom assignments.

ABOUT THE SKILLS



Data Literacy

- Making inferences and hypotheses based on given results
- Deciding how well the data was collected
- Identifying data that is connected and conflicting
- Recognizing assumptions that may not be accurate
- Supporting or refuting a position with scientific evidence
- Drawing a conclusion
- Evaluating alternate conclusions
- Recognizing when more research is needed



Critical Reading and Evaluation

- Supporting or refuting a position
- Analyzing logic
- Identifying assumptions in arguments
- Evaluating if information is true
- Identifying connected and conflicting information
- Making inferences based on the information available



Critique an Argument

- Detecting logical flaws and assumptions that may not be true
- Addressing information that could strengthen or weaken an argument
- Evaluating alternate conclusions

INSTITUTION REPORT

Effect Size

Year	4
Total Score	0.8
Performance Task Score	0.7
Selected Response Score	0.7

Effect Size Analysis

A negative effect size indicates that the comparison students scored lower than the control group while a positive effect size indicates that the comparison students scored higher than the control group.

*Effect Size versus 1st year students (control group)

Effect size show a standardized estimate of the amount of growth shown between cohorts within your institution.

Unlike raw comparisons, effect size accounts 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, which is a measure of how close each score in a data set is to the mean or average score.

The Effect Size Analysis can be affected if there are large differences in the size of the sample (n) between the two groups or if one group has less than 30 responses.

Value-Added Analysis

Expected Score	Actual Score	Value Added	Performance Level
1167	1215	1.11	Above Expected

The value-added score estimates your institution's student learning gains relative to other institutions in CAE's Norm Sample. Reported in standard deviation units, value-added indicates the degree to which the average exiting student's score met, exceeded, or fell below expectations for learning gains.

This analysis is based upon two factors: the highest level of education attained by the primary parent or caregiver of the exiting student cohort and the mean scores of the entering student cohort.

Accounting for the demographic data, the value-added score indicates a performance level as follows:

- Between -1.0 and 1.0 indicates that the actual Total Score is within expectations for learning gains
- Greater than 1.0 indicates that the actual Total Score is above expectations for learning gains
- Less than -1.0 indicates that the actual Total Score is below expectations for learning gains

Please note: this analysis includes the results from all CLA+ institutions, regardless of sample size or sampling strategy. Therefore, you should apply appropriate caution when interpreting your results if you tested a very small sample of students or believe that the students in your institution's sample are not representative of the larger student body.

Next Steps

To discuss your results with CAE experts, please email support@cae.org to schedule a meeting.

CAE also offers professional development, critical thinking instruction, and custom assessments to help you improve your students' essential academic and career skills of critical thinking, problem solving, and written communications.