

ETS® Proficiency Profile

Summary of Scaled Scores

To show the ability of the group taking the test

University of Tennessee - Chattanooga

Abbreviated

Test Description: Combined

Number of students tested: 1483

Number of students included in these statistics: 1482

Number of students excluded (see roster): 1

Cohort Name: Combined

Close Date: Combined

Student Level: All

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	448.01	447 to 449	19.03	435	449	462
Skills Subscores:							
Critical Thinking	100 to 130	111.82	111 to 113	6.21	107	112	117
Reading	100 to 130	118.72	118 to 119	7.10	114	120	125
Writing	100 to 130	115.39	115 to 116	5.00	112	115	119
Mathematics	100 to 130	114.57	114 to 115	5.64	110	113	119
Context-Based Subscores:							
Humanities	100 to 130	114.81	114 to 116	6.72	110	115	119
Social Sciences	100 to 130	113.31	113 to 114	6.29	109	113	118
Natural Sciences	100 to 130	115.83	115 to 117	5.72	112	116	120

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The

confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 1482.

Reports based on a sample of fewer than 50 test takers are representative of the performance of **that sample only**. Reports based on **fewer than 50 test takers** should not be considered representative of the larger group of like students, and inferences or generalizations about the larger population or subgroup **should not** be made based on such small samples.