

Agenda

1. Welcome/Prayer
2. Review, edit, approve Mar 28, 2011 minutes,
<http://gened.wiki.trevecca.edu/General+Education+Committee+Minutes>

Business Items

3. 2011-12 General Education Update:
 - Fall: Data Collection
 - Capturing speeches at Student Research Symposium—Monday, April 16
 - Departmental capstone speeches will be scored as soon as they are received from departments (rec'vd: Music,)
 - ETS PP cohort closed (n=151); data attached; see attached 2011-12 GenEd Assessment Form
4. 2011-12 General Education Assessment Form: initial ETS PP assessment results; complete last column—Use of Assessment Results
5. General Education Curriculum: mathematics requirements
 - ETS PP item analysis to see how students scored on math outcomes were distributed Mar 28, 2012. Any GenEd mathematics curricular recommendations

Information/New Business

6. Next meeting:

2011-12 General Education Committee

Director of the Center for Teaching and Learning
Associate Provost and Dean of Academic Affairs
Registrar
Representative, School of Religion
Representative, School of Business
Representative, School of Education
Department Chair, School of Arts and Sciences
Department Chair, School of Arts and Sciences
Representative, School of Arts and Sciences
Representative, School of Arts and Sciences

* Mike Vail
Carol Maxson
Becky Niece
Kathy Mowry
Mary Ann Meiners
Mary Francis Hand
Jooly Philip
David Diehl
Matthew Huddleston
Tim Johnson

2011-12 GENERAL EDUCATION ASSESSMENT FORM

Academic Unit	General Education Committee
Assessment Cycle	August 2011– August 2012

Linkage to Mission/Statement of Purpose (How General Education links to component(s) of TNU Statement of Purpose): The university's traditional undergraduate curricular programs focus on the liberal arts and sciences as reflected in the core curriculum (Statement of Purpose)

Linkage to University Education Goal(s): The purpose and organization of the general education curriculum is linked to the Institutional Educational Goals. Therefore, it emphasizes Christian character; disciplined reflection; literary, artistic, mathematical, and scientific contributions that have shaped civilization; appreciation for diversity; writing, speaking, and use of technology; critical skills essential to a lifetime of intellectual growth; and a holistic understanding of life. The learning outcomes of the general education curriculum seek to link the Institutional Educational Goals through an emphasis upon skills, content, and constructive/integrative domains of understanding. The curriculum embraces the conception that the four tiers (foundations, human sciences, natural sciences, and contexts) are best understood as involving skills, content, and constructive/integrative domains. While the general education curriculum is organized into tiers, the horizon that informs the core involves these outcomes which run throughout the tiers. In other words, an educated person will possess certain skills and content as a basis of embracing the world through a constructive and integrative theological vision of life and learning. (Catalog Statement)

Addresses Stated General Education Outcomes 1, 3, 6, 7

Outcome (DUE OCTOBER 1)	Means of Assessment (DUE OCTOBER 1)	Criteria for Success (DUE OCTOBER 1)	Assessment Results (DUE MAY 15)	Use of Assessment Results (DUE MAY 15)*
1. Students will demonstrate competency in oral and written communication exhibiting an awareness of content, purpose, and audience while accurately using Standard English. (Spoken) LEARNING OUTCOME 1	1a. 30 randomly selected students will be videotaped while delivering speeches in COM 1010, Speech Communication class. These speeches will be evaluated by a faculty panel using a rubric developed by the Communications faculty. 1b. 30 randomly selected students will be videotaped while delivering speeches in departmental capstone courses. These speeches will be evaluated by a faculty panel using a rubric developed by the Communications faculty.	1a. The average score for each student will be at least 35 points on a scale of 1-50 1b. The average score for each student will be at least 35 points on a scale of 1-50	1a. Thirty (30) students were selected randomly from Fall 2011 COM 1010 course and each was scored by two independent evaluators with the General Education: Speech Evaluation Rubric. The average score for the 30 students was 40.28. Criterion was met.	

<p>2. Students will articulate the parameters of the Wesleyan-Holiness tradition, doctrinal and moral convictions of the Church of the Nazarene and the connection with intellectual, emotional, spiritual, and physical life individually and collectively.</p> <p>LEARNING OUTCOME 3</p>	<p>2a. The PROFICIENCY PROFILE was given with additional self-generated questions, students respond indicating "My Level of Agreement" Item 11 states "Trevecca Nazarene University provides an understanding of what it means to live a holy life and relates this explanation to many aspects of my life."</p>	<p>2a. The level of agreement score for students responding to this question on a five-point Likert scale, when averaged, will result in a mean of 3.5 or above</p>	<p>2a. The average level of agreement among $n=151$ students was 3.83.</p> <p>Criterion was met.</p>	
	<p>2b. Five questions, designed by the Division of Religion, will be included in the self-developed portion of the PROFICIENCY PROFILE Test. This test will be given to a selection of students enrolled in REL4000/4100.</p>	<p>2b. Students will answer 70% of all questions correctly</p>	<p>2b. Sixty-five percent (65%) of students ($n=151$) answered questions 1-5 correctly.</p> <p>Criterion was not met.</p>	
	<p>2c. Five questions, designed by the Division of Religion, will be included in the self-generated section of the PROFICIENCY PROFILE Test. This test will be given to a selection of enrolled in REL4000/4100.</p> <p>[define and apply Christian convictions to his/her own life]</p>	<p>2c. 60% of the answers to the five questions will be correct.</p>	<p>2c. Seventy-five percent (75%) of students ($n=151$) answered questions 6-10 correctly.</p> <p>Criterion was met.</p>	
<p>3. Students will demonstrate an understanding and practice of various intellectual modes of thinking.</p> <p>LEARNING OUTCOME 6</p>	<p>3. The context portion of the PROFICIENCY PROFILE Test entitled Critical Thinking will be used to assess this outcome. This test will be given to a selection of students enrolled in REL4000/4100.</p>	<p>3. 50% of the students tested will be scored as "marginally proficient" or "proficient" in the Critical Thinking sub-score.</p>	<p>3. On the criterion-referenced portion of the PROFICIENCY PROFILE skill, Critical Thinking, 9% scored as proficient and 23% scored as marginally proficient for a total of 32%.</p> <p>Criterion was not met.</p>	

<p>4. Students will integrate the fundamental doctrinal/moral tenets of the Christian faith with the basic liberal arts and academic major, forming them for Christian leadership and service in the global community.</p>	<p>4a. Students completing PROFICIENCY PROFILE additional questions will respond to Item 12: "Trevecca's general education program enriched my understanding of my academic Major." And Item 13: "Trevecca's Christian emphasis enriched my understanding of my academic Major."</p>	<p>4a. 80% of students completing the MAPP additional Items 12 and 13 will respond with strongly agree (5) or agree (4) on a 5-point Likert scale</p>	<p>4a. For Item 12, 54% of students responded 4 or 5. For Item 13, 58% of students responded 4 or 5.</p> <p>Criterion was not met.</p>	
<p>LEARNING OUTCOME 7</p>	<p>4b. Students completing PROFICIENCY PROFILE additional questions will respond to Item 14: "Trevecca's general education program prepared me for Christian leadership and service in a global community."</p>	<p>4b. 80% of students completing the MAPP additional questions will respond with strongly agree (5) or agree (4) on a 5-point Likert scale.</p>	<p>4b. For Item 14, 54% of students responded 4 or 5.</p> <p>Criterion was not met.</p>	
<p>5. Students will value the general education curriculum of their degree program.</p>	<p>5. A final multiple choice question is given with the PROFICIENCY PROFILE. Students choose only one option that corresponds best to their understanding of General Education and their major.</p> <ol style="list-style-type: none"> 1. General Education appears to be a necessary evil that I must complete to get a degree at TNU. 2. General Education gives me an appreciation of different aspects of intellectual life but does not directly apply to my major. 3. General Education prepares me to better understand my academic major even if they are not directly related. 4. My major directly utilizes what I learn in General Education classes. 5. My major is an extension of General Education. 	<p>5. A total of 70% of the responses should fall in the number 2 through number 5 range (inclusive).</p>	<p>5. Eighty-one percent (81%) of respondents answered 2 through 5 (inclusive) to this question.</p> <p>(53% answered 3, 4, or 5 and 28% answered 2)</p> <p>Criterion was met.</p>	

* Indicate how the 2011-2012 budget proposal will be impacted by the stated use of assessment.

General Education: SPEECH EVALUATION

SPEAKER: _____ TOPIC: _____

Each evaluation category is worth a maximum of 5 points.

Topic

Was the topic clearly defined?

Was the topic appropriate for the assignment and audience?

Purpose

Was the purpose of the speech clear?

Was fidelity to the purpose maintained throughout the speech?

Supporting Materials

Were supporting materials relevant to the speech topic and main points?

Were visual/audio aids clearly readable and hearable?

Were supporting material specific? Sufficient? Adapted to the audience?

Organization

Was the speech effectively and clearly developed for the content and purpose of the presentation?

Did the introduction create interest? Was the speech easy to follow?

Were transitions appropriately used?

Was the conclusion appropriate?

Language

Was the language clear, simple, and direct?

Were grammar and pronunciation correct?

Was the language appropriate for the content and purpose of the presentation?

Informative Value

Was the information level appropriate to this audience??

(A balance between the extremes of redundancy and novelty.)

Did the speaker objectively relay information?

Audience Awareness

Maintained appropriate eye contact?

Appeared aware of audience feedback?

Body Movement

Were notes used unobtrusively?

Appropriate facial expressions? Gestures? Movement? Posture?

Voice Qualities

Expressive? Varied for emphasis?

Adequate projection? Slurred or muffled sounds?

Fluency and Delivery

Appropriate rate?

Was the speaker enthusiastic?

Did the speaker speak extemporaneously as appropriate?

TOTAL POINTS: _____

*Modified Feb 17, 2012

Additional Questions for Profile Proficiency Test

Level of Agreement:

1. Trevecca Nazarene University provides an understanding of what it means to live a holy life and relates this explanation to many aspects of my life. (5 pt Likert scale) [2a.]
2. Trevecca's general education program enriched my understanding of my academic major. [4a]
3. Trevecca's Christian emphasis enriched my understanding of my academic major. [4a]
4. Trevecca's general education program prepared me for Christian leadership and service in a global community. [4b]
5. Which of the following best corresponds to your understanding of General Education and its relationship to your major [5]:
 - a. General Education appears to be a necessary evil that I must complete to get a TNU degree.
 - b. General Education gives me an appreciation for different aspects of intellectual life but does not directly apply to my major.
 - c. General Education prepares me to better understand my academic major, even if the two are not directly related.
 - d. My major directly utilizes what I learn in General Education classes.
 - e. My major is an extension of General Education.

Outcome 3 [2b]Questions:

1. The Wesleyan-Holiness tradition believes the "Means of Grace" include Communion and Disciplines such as prayer, reading of Scripture, and acts of mercy.
F. False
T. True (correct)
2. The holy life particularly emphasizes the separation of the soul from the body and the spirit, so that the salvation of the soul is of utmost importance.
F. False (correct)
T. True
3. The doctrine of the Trinity should play a central role in Wesleyan-Holiness theology.
F. False
T. True (correct)
4. The Wesleyan-Holiness tradition particularly emphasizes the significance of the personal experience of the believer, while Scripture and Church Tradition can often provide support for the activity of God in the individual believer.
F. False (correct)
T. True
5. In the Wesleyan-Holiness tradition, forgiveness of sin is an act of God's grace while entire sanctification is an act of human commitment.
F. False (correct)
T. True

Outcome 3 [2c]Questions:

6. Belief in the triune nature of God is a central Christian conviction.
T. True (correct)
F. False
7. A central conviction in the Wesleyan understanding of the Christian life is that the Christian sins everyday in word, and in thought, and in deed.
T. True
F. False (correct)
8. A conviction of Christianity is that the Lord's Supper and Baptism are means of grace.
T. True (correct)
F. False
9. A Christian conviction is that one can come to saving faith apart from Jesus Christ.
T. True
F. False (correct)
10. A Christian conviction is that the Holy Spirit works through the church.
T. True (correct)
F. False

ETS® Proficiency Profile

Summary of Proficiency Classifications To show how many students are proficient at each level

Trevecca Nazarene University **Cohort Name:** 2011-12 GenEd Assessment

Abbreviated Form **Close Date:** 03/15/2012

Test Description: **Student Level:** All

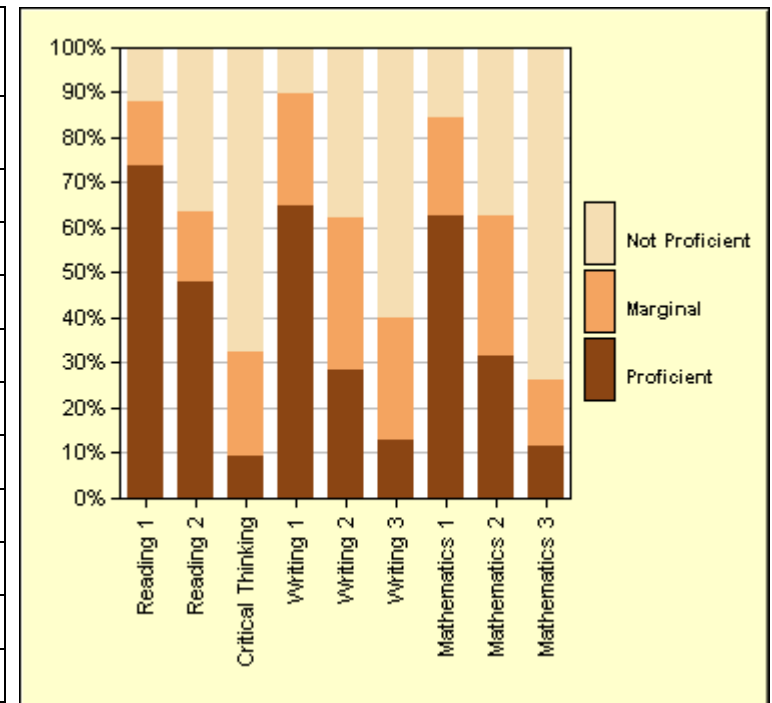
Abbreviated Form A

Number of students tested: 152

Number of students included in these statistics: 148

Number of students excluded (see roster): 4

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	74%	14%	12%
Reading, Level 2	48%	16%	36%
Critical Thinking	9%	23%	68%
Writing, Level 1	65%	25%	10%
Writing, Level 2	28%	34%	38%
Writing, Level 3	13%	27%	60%
Mathematics, Level 1	63%	22%	16%
Mathematics, Level 2	32%	31%	37%
Mathematics, Level 3	11%	15%	74%



The skills measured by the ETS® 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, including a list of the specific skills associated with each proficiency level in each skill area.

ETS® Proficiency Profile

Summary of Scaled Scores

To show the ability of the group taking the test

Trevecca Nazarene University **Cohort Name:** 2011-12 GenEd Assessment

Abbreviated Test Description: **Close Date:** 03/15/2012

Abbreviated Form A **Student Level:** All

Number of students tested: 152

Number of students included in these statistics: 148

Number of students excluded (see roster): 4

	Possible Range	Mean Score	95% Conf. Limits* for Mean	Stand. Dev.	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	449.53	447 to 452	21.46	439	447	459
Skills Subscores:							
Critical Thinking	100 to 130	114.06	113 to 115	6.91	109	113	120
Reading	100 to 130	119.24	118 to 121	6.82	114	121	124
Writing	100 to 130	114.76	114 to 116	5.19	111	114	120
Mathematics	100 to 130	114.61	114 to 116	6.25	110	114	119
Context-Based Subscores:							
Humanities	100 to 130	116.12	115 to 117	6.42	110	115	120
Social Sciences	100 to 130	115.66	114 to 117	6.05	112	116	120
Natural Sciences	100 to 130	116.09	115 to 117	6.05	113	117	121

*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 148.

ETS® Proficiency Profile

Scaled Score Distributions Total

Trevecca Nazarene University

Cohort Name: 2011-12 GenEd
Assessment

Abbreviated

Close Date: 03/15/2012

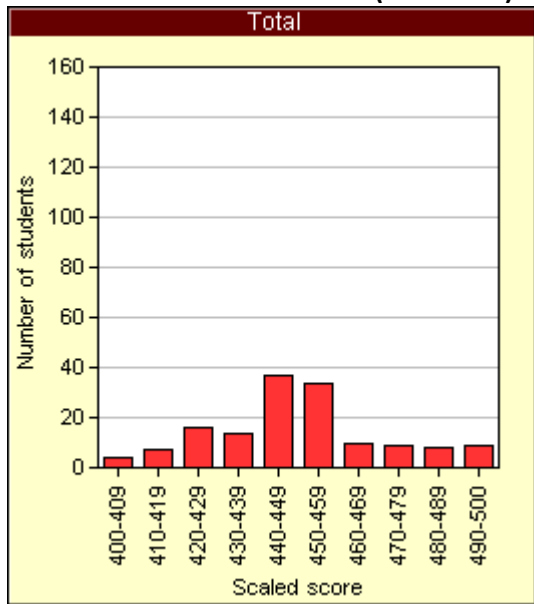
Test Description: Abbreviated Form A

Student Level: All

Number of students tested: 152

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Number of students excluded (see roster): 4



Academic Area Subscores

Trevecca Nazarene University

Abbreviated

Test Description: Abbreviated Form A

Number of students tested: 152

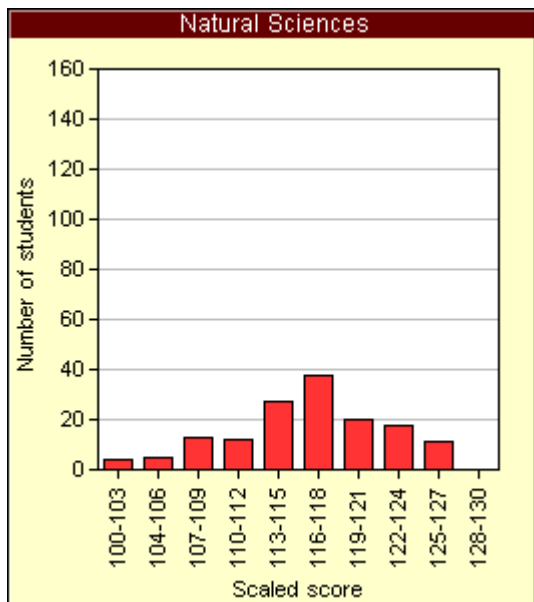
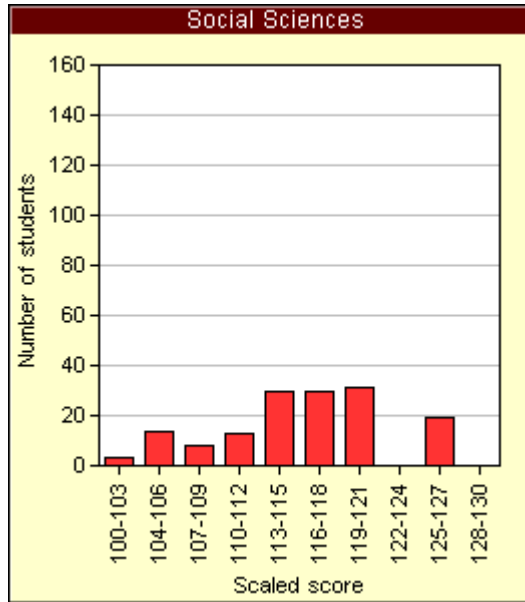
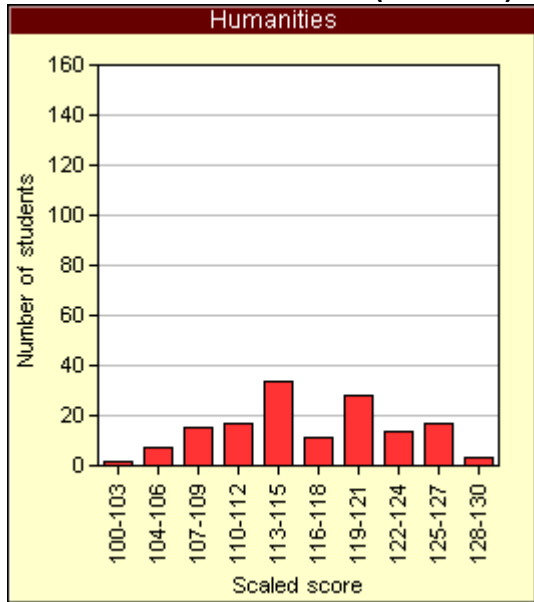
Number of students included in these statistics: 148

Number of students excluded (see roster): 4

Cohort Name: 2011-12 GenEd Assessment

Close Date: 03/15/2012

Student Level: All



ETS® Proficiency Profile

Scaled Score Distributions Skills Subscores

Trevecca Nazarene University

Abbreviated

Test Description: Abbreviated Form A

Number of students tested: 152

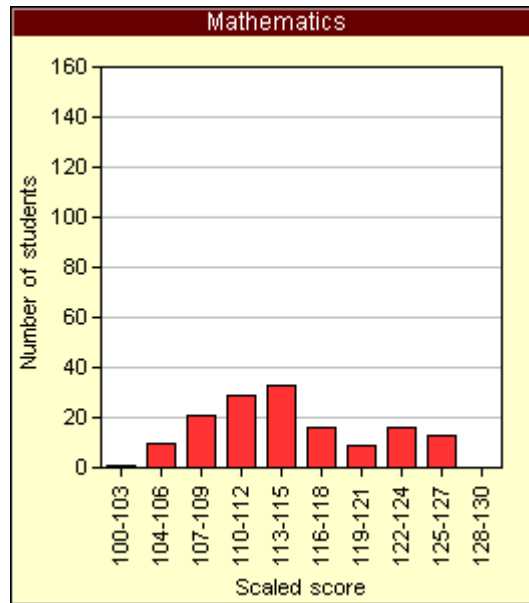
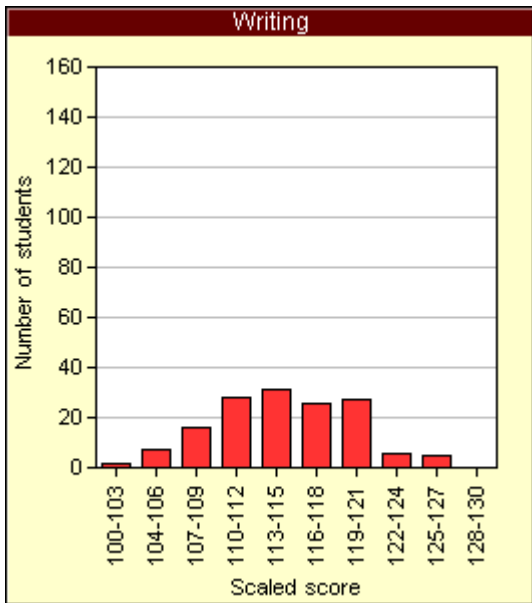
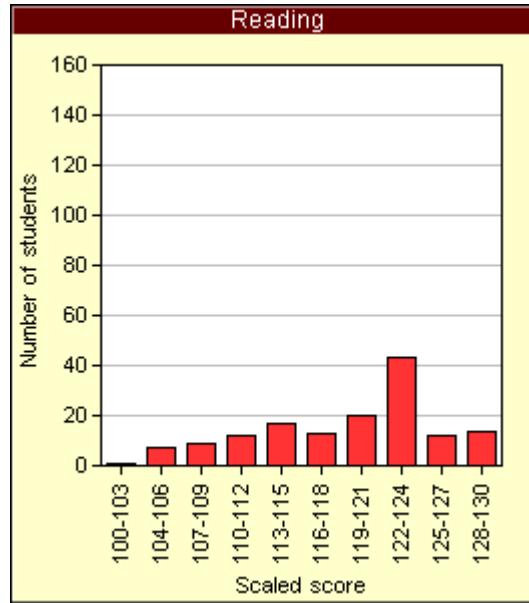
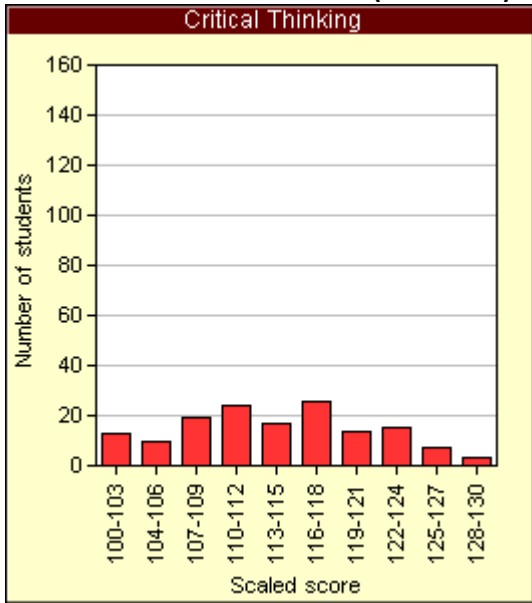
Number of students included in these statistics: 148

Number of students excluded (see roster): 4

Cohort Name: 2011-12 GenEd Assessment

Close Date: 03/15/2012

Student Level: All



ETS® Proficiency Profile Content*

The ETS® Proficiency Profile measures:

- proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences
- academic skills developed, as opposed to subject knowledge taught, in general education courses

Test Design

- The test follows the same design as, and is statistically equated to, the former ETS Academic Profile assessment, allowing former Academic Profile customers to conduct longitudinal or cross-sectional studies.
- Questions on the ETS Proficiency Profile are multiple choice and are arranged in blocks of three to eight. Each section tests the same types of skills. This integrated design prevents a particular skill area from appearing all at once late in the test when fatigue can affect student performance.

Proficiency Measures

In addition to a total score, proficiency classifications (proficient, marginal or not proficient) measure how well your students have mastered each level of proficiency within three skill areas:

- Reading/Critical Thinking
- Writing
- Mathematics

Reading/Critical Thinking Level Descriptions

Level 1

Students who are proficient can:

- recognize factual material explicitly presented in a reading passage
- understand the meaning of particular words or phrases in the context of a reading passage

Level 2

Students who are proficient can:

- 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

Level 3/Critical Thinking

Students who are proficient can:

- 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 Skills Level Descriptions

Level 1

Students who are proficient can:

- 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

Level 2

Students who are proficient can:

- 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

Level 3

Students who are proficient can:

- discriminate between appropriate and inappropriate use of parallelism
- discriminate between appropriate and inappropriate use of idiomatic language
- recognize redundancy
- discriminate between correct and incorrect constructions
- recognize the most effective revision of a sentence

Mathematics Level Descriptions

Level 1

Students who are proficient can:

- solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multistep if the steps are repeated rather than embedded
- solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25%)
- 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. This task may involve finding a specified piece of information in a graph that also contains other information

Level 2

Students who are proficient can:

- solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric)
- simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers
- interpret a trend represented in a graph, or choose a graph that reflects a trend
- solve problems involving sets; problems have numeric answer choices

Level 3

Students who are proficient can:

- solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving
- solve problems involving difficult arithmetic concepts, such as exponents and roots other than squares and square roots, and percent of increase or decrease
- generalize about numbers (e.g., identify the values of (x) for which an expression increases as (x) increases)
- solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease
- solve problems requiring insight or logical reasoning

* Downloaded from <http://www.ets.org/proficiencyprofile/about/content/>, October 6, 2011.

ETS® Proficiency Profile - ETS® Proficiency Profile Abbreviated Form A (4BMA1-A1C)

Item Information Report

Administration Date Range: September 2009 - February 2012

Trevecca Nazarene University

Number of Test Takers = 365

Group	Section	Item Number (a)	Percent Correct Institution	Percent Correct National ^(b)	Percent Omit	Percent Not Reached	Skill Area	Proficiency Level	Type of Content	=Natl - Inst
A	1	19	35	31.2	1.6	0	Critical Thinking	III	Determine relevance of information	-3.8
A	1	35	26.5	31.1	0.8	4.9	Critical Thinking	III	Determine relevance of information	4.6
B	1	16	45.8	46.9	0	0	Critical Thinking	III	Determine relevance of information	1.1
B	1	21	55.8	53.2	0	0	Critical Thinking	III	Determine relevance of information	-2.6
B	1	22	37.5	35	0.8	0	Critical Thinking	III	Determine relevance of information	-2.5
B	1	23	65	61.7	0	0	Critical Thinking	III	Determine relevance of information	-3.3
B	1	31	43.2	41.2	0	1.7	Critical Thinking	III	Determine relevance of information	-2
C	1	2	39.3	50.7	0	0	Critical Thinking	III	Determine relevance of information	11.4
C	1	34	54.2	45.6	1.6	1.6	Critical Thinking	III	Determine relevance of information	-8.6
C	1	35	75	64.3	0.8	1.6	Critical Thinking	III	Determine relevance of information	-10.7
A	1	20	25.2	21.2	0	0	Critical Thinking	III	Evaluate an argument	-4
A	1	22	73.2	61.6	0	0	Critical Thinking	III	Evaluate data for consistency	-11.6
C	1	14	22.1	20.9	0	0	Critical Thinking	III	Evaluate data for consistency	-1.2
C	1	28	58.3	47.8	0.8	1.6	Critical Thinking	III	Evaluate explanations	-10.5
A	1	15	52.8	60.7	0.8	0	Critical Thinking	III	Evaluate hypotheses	7.9
A	1	16	60.2	67.8	1.6	0	Critical Thinking	III	Evaluate hypotheses	7.6
C	1	25	31.7	29.7	0	1.6	Critical Thinking	III	Evaluate hypotheses	-2
B	1	3	45.8	42.9	0	0	Critical Thinking	III	Extrapolate from known facts	-2.9
A	1	4	84.6	77.5	0	0	Critical Thinking	III	Recognize an assumption	-7.1
A	1	18	69.1	65.5	0	0	Critical Thinking	III	Recognize an assumption	-3.6
B	1	5	55	57.6	0	0	Critical Thinking	III	Recognize an assumption	2.6
C	1	12	69.7	69.4	0	0	Critical Thinking	III	Recognize an assumption	-0.3
C	1	33	45.8	40.1	0	1.6	Critical Thinking	III	Recognize an assumption	-5.7
A	1	36	47.9	42.8	0	4.9	Critical Thinking	III	Recognize flaws in argument	-5.1
B	1	34	54.3	51.5	0	3.3	Critical Thinking	III	Recognize flaws in argument	-2.8
B	1	15	44.2	51.1	0	0	Critical Thinking	III	Recognize salient features	6.9
C	1	24	76.7	76.4	0	1.6	Critical Thinking	III	Recognize salient features	-0.3
A	1	11	69.1	72.1	0.8	0	Mathematics	I	Algebraic expression	3
C	1	17	77	73.9	0	0	Mathematics	I	Arithmetic word problem	-3.1
A	1	10	74	77.3	1.6	0	Mathematics	I	Arithmetic word problem - profit	3.3
C	1	21	82.8	77.2	0	0	Mathematics	I	Arithmetic word problem - rates	-5.6
B	1	11	97.5	93.8	0	0	Mathematics	I	Arithmetic word problem - work units	-3.7
B	1	27	27.7	26.8	0	0.8	Mathematics	I	Data interpretation - compare two charts	-0.9
C	1	32	49.2	47.2	0.8	1.6	Mathematics	I	Data interpretation - percents	-2
B	1	14	70	66.7	0	0	Mathematics	I	Data interpretation - range	-3.3
A	1	25	75.4	68.4	0	0.8	Mathematics	I	Geometric word problem - lengths	-7
C	1	29	79.2	76.4	0	1.6	Mathematics	II	Arithmetic word problem - complex wording	-2.8
C	1	18	47.5	53.8	0	0	Mathematics	II	Arithmetic word problem - embedded ratios	6.3
B	1	28	55.5	54.3	0	0.8	Mathematics	II	Arithmetic word problem - ratios, approximation	-1.2
A	1	24	62.3	57.4	0.8	0.8	Mathematics	II	Arithmetic word problem - weighted mean	-4.9
C	1	30	32.5	29.5	0.8	1.6	Mathematics	II	Draw conclusion from algebraic expression	-3
B	1	13	60	66.8	0	0	Mathematics	II	Measurement conversion	6.8
A	1	23	81.3	81	0	0	Mathematics	II	Simplify algebraic expression	-0.3
A	1	12	46.3	50.9	0	0	Mathematics	II	Translation to algebraic expression	4.6
B	1	12	80.8	74.8	0	0	Mathematics	II	Translation to algebraic expression	-6
B	1	29	40.3	41.4	0	0.8	Mathematics	III	Data interpretation - percent change	1.1
A	1	14	35	36.5	0	0	Mathematics	III	Data interpretation - percent increase	1.5
C	1	19	72.1	73	0	0	Mathematics	III	Data interpretation - rate of change	0.9
A	1	26	71.9	64.3	0.8	1.6	Mathematics	III	Exponential growth	-7.6
A	1	13	19.5	21.2	1.6	0	Mathematics	III	Percent change - ratio and proportion	1.7
C	1	20	53.3	50.6	0	0	Mathematics	III	Percent decrease	-2.7
B	1	30	9.3	10.5	0.8	1.7	Mathematics	III	Solution is algebraic expression	1.2

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Critical Thinking
-1.80

Math I
-2.14

Math II
-0.06

C	1	31	56.7	54.9	0	1.6	Mathematics	III	Understanding of properties of integers	-1.8	Math III
B	1	10	10	7.6	0	0	Mathematics	III	Word problem - algebraic expression	-2.4	-0.90
A	1	1	86.2	84.8	0	0	Reading	I	Discern facts from a passage	-1.4	
A	1	6	62.6	61.7	0	0	Reading	I	Discern facts from a passage	-0.9	
A	1	17	56.9	49.5	0	0	Reading	I	Discern facts from a passage	-7.4	
B	1	2	75.8	73.7	0	0	Reading	I	Discern facts from a passage	-2.1	
B	1	20	68.3	62.4	0	0	Reading	I	Discern facts from a passage	-5.9	
B	1	32	57.6	59.9	0	1.7	Reading	I	Discern facts from a passage	2.3	
B	1	33	81	66	0	3.3	Reading	I	Discern facts from a passage	-15	
C	1	1	84.4	85.7	0	0	Reading	I	Discern facts from a passage	1.3	
C	1	16	79.5	79.9	0	0	Reading	I	Discern facts from a passage	0.4	
C	1	27	80	72.5	0.8	1.6	Reading	I	Discern facts from a passage	-7.5	
C	1	36	67.8	60	0	3.3	Reading	I	Discern facts from a passage	-7.8	
A	1	34	74.6	72.9	0	4.1	Reading	I	Meaning in context	-1.7	Reading I
B	1	17	70	64	0	0	Reading	I	Meaning in context	-6	-3.98
A	1	33	49.2	49.6	0	4.1	Reading	II	Discern main idea	0.4	
C	1	3	70.5	67.4	0	0	Reading	II	Discern main idea	-3.1	
B	1	1	44.2	51.1	0	0	Reading	II	Discern primary purpose	6.9	
B	1	19	56.7	52.8	0	0	Reading	II	Discern primary purpose	-3.9	
C	1	26	74.2	72.5	0	1.6	Reading	II	Discern primary purpose	-1.7	
A	1	5	74	72.4	0	0	Reading	II	Discern purpose of a reference	-1.6	
C	1	15	67.2	62.9	0	0	Reading	II	Discern purpose of a reference	-4.3	
A	1	2	39.8	35.9	0.8	0	Reading	II	Recognize a valid inference	-3.9	
A	1	3	46.3	42.5	0	0	Reading	II	Recognize a valid inference	-3.8	
B	1	4	47.5	49.6	0	0	Reading	II	Recognize a valid inference	2.1	
B	1	18	28.3	28.4	0	0	Reading	II	Recognize a valid inference	0.1	
C	1	4	67.2	63.6	0.8	0	Reading	II	Recognize a valid inference	-3.6	
A	1	21	48	46.8	0	0	Reading	II	Synthesize material	-1.2	Reading II
C	1	13	64.8	66.5	0	0	Reading	II	Synthesize material	1.7	-1.14
C	1	9	61.5	54	0	0	Writing	I	Incorrect word choice	-7.5	
A	1	32	73.1	62.2	0	3.3	Writing	I	Order sentences	-10.9	
B	1	35	64.3	66.2	0	4.2	Writing	I	Order sentences	1.9	
A	1	7	88.6	88.3	0	0	Writing	I	Recognize agreement	-0.3	
A	1	9	90.2	85.8	0	0	Writing	I	Recognize agreement	-4.4	
B	1	6	20.8	20.9	0	0	Writing	I	Recognize agreement	0.1	
B	1	8	85	82.4	0	0	Writing	I	Recognize agreement	-2.6	
C	1	5	78.7	74.3	0	0	Writing	I	Recognize appropriate transitions	-4.4	Writing I
C	1	8	86.9	87.2	0	0	Writing	I	Recognize incorrect punctuation	0.3	-3.09
C	1	23	64.2	62.2	0	1.6	Writing	II	Combine simple clauses	-2	
B	1	36	63.2	55.5	0	5	Writing	II	Incorporate new material in paragraph	-7.7	
A	1	8	88.6	80.2	0	0	Writing	II	Recast an existing sentence	-8.4	
B	1	24	76.7	71.2	0	0	Writing	II	Recast an existing sentence	-5.5	
B	1	25	90.8	87.8	0	0	Writing	II	Recast an existing sentence	-3	
C	1	10	74.6	72.8	0	0	Writing	II	Recast an existing sentence	-1.8	
C	1	11	79.5	76.7	0	0	Writing	II	Recast an existing sentence	-2.8	
A	1	30	61.7	61.8	0	2.4	Writing	II	Recognize agreement	0.1	Writing II
A	1	31	59.7	46.7	0	3.3	Writing	II	Recognize agreement	-13	-4.90
A	1	27	75.2	68.8	0	1.6	Writing	III	Recognize correct construction	-6.4	
A	1	28	37.2	38.2	0	1.6	Writing	III	Recognize correct construction	1	
A	1	29	25.6	27.7	0	1.6	Writing	III	Recognize correct construction	2.1	
B	1	9	70	63.9	0	0	Writing	III	Recognize correct construction	-6.1	
B	1	26	66.7	64.5	0	0	Writing	III	Recognize correct construction	-2.2	
C	1	7	53.3	46	0	0	Writing	III	Recognize correct construction	-7.3	
C	1	22	58.3	50.7	0	1.6	Writing	III	Recognize correct construction	-7.6	
B	1	7	44.2	46.2	0	0	Writing	III	Recognize incorrect construction	2	Writing III
C	1	6	56.6	52	0	0	Writing	III	Recognize most effective revision	-4.6	-3.23

-2.27

Negative score in columns K & L indicates TNU score exceeded the National score.