

**collegiate
learning
assessment**

Interim
Institutional Report

Grand Valley State University

2 0 0 5

council for aid to education

215 lexington avenue floor 21 new york new york 10016-6023
p | 212.217.0700 f | 212.661.9766 e | cla@cae.org w | www.cae.org/cla

Overview

The purpose of this interim report is to establish a performance baseline to compare freshmen students tested in fall 2005 to seniors/exiting students tested in spring 2006. A final report covering both testing cycles and providing additional analyses will be issued this summer. This report has four sections:

- Section I summarizes the purposes of the CLA.
- Section II describes the CLA measures and how CLA scores were derived.
- Section III presents information about the colleges and universities that participated in the CLA during the fall 2005 testing cycle.
- Section IV presents aggregate and institution-specific findings.

Several appendices containing supplemental technical data are provided as well. Throughout this report, entering students and exiting students (second-year students at 2-year institutions or fourth-year students at 4-year institutions) are referred to as "freshmen" and "seniors," respectively.

Section I. Purposes of the CLA

The Collegiate Learning Assessment (CLA) is a national effort that provides colleges and universities with information about how well their students are doing with respect to certain learning outcomes that almost all undergraduate institutions strive to achieve. This information is derived from tests that are administered to all or a sample of the institution's freshmen and seniors.

No testing program can assess all the knowledge, skills, and abilities that colleges endeavor to develop in their students. Consequently, the CLA focuses on some of the areas that are an integral part of most institutions' mission statements, namely: critical thinking, analytic reasoning, problem solving, and written communication.

The CLA focuses on how well the school as a whole contributes to student development. Consequently, it uses the institution (rather than the individual student) as the primary unit of analysis. It does this by measuring the "value added" an institution provides where value added is defined in two ways, namely:

- **"Deviation Scores"** indicate the degree to which a school's students earn higher or lower scores than would be expected where the expectation is based on (1) the students' admissions test scores (i.e., SAT or ACT scores) and (2) the typical relationship between admission scores and CLA scores across all of the participating institutions. In other words, how well do the students at a school do on the CLA tests relative to the scores earned by "similar students" (in terms of admission scores) at other colleges and universities?
- **"Difference Scores"** contrast the performance of freshmen with seniors. Specifically, after holding admission scores constant, do an institution's seniors earn significantly higher scores than do its freshmen and most importantly, is this difference larger or smaller than that observed at other colleges?

This interim report presents deviation scores. Difference scores will be calculated after the spring 2006 testing of seniors and presented in your final report.

Section II. The CLA Tests and Scores

The CLA uses various types of tasks, all of which require students to construct written responses to open-ended questions. There are no multiple-choice questions.

Performance Task

Each Performance Task requires students to use an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills to answer several open-ended questions about a hypothetical but realistic situation. In addition to directions and questions, each Performance Task also has its own document library that includes a range of information sources, such as letters, memos, summaries of research reports, newspaper articles, maps, photographs, diagrams, tables, charts, and interview notes or transcripts. Students are instructed to use these materials in preparing their answers to the Performance Task's questions within the allotted 90 minutes.

The first portion of each Performance Task contains general instructions and introductory material. The student is then presented with a split screen. On the right side of the screen is a list of the materials in the document library. The student selects a particular document to view by using a pull-down menu. On the left side of the screen are a question and a response box. There is no limit on how much a student can type. When a student completes a question, he or she then selects the next question in the queue. Some of these components are illustrated below:

Introductory Material: You advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235. Your document library contains the following materials:

1. Newspaper article about the accident
2. Federal Accident Report on in-flight breakups in single-engine planes
3. Internal Correspondence (Pat's e-mail to you & Sally's e-mail to Pat)
4. Charts relating to SwiftAir's performance characteristics
5. Excerpt from magazine article comparing SwiftAir 235 to similar planes
6. Pictures and descriptions of SwiftAir Models 180 and 235

Sample Questions: Do the available data tend to support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups? What is the basis for your conclusion? What other factors might have contributed to the accident and should be taken into account? What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?

No two Performance Tasks assess the same combination of abilities. Some ask students to identify and then compare and contrast the strengths and limitations of alternative hypotheses, points of view, courses of action, etc. To perform these and other tasks, students may have to weigh different types of evidence, evaluate the credibility of various documents, spot possible bias, and identify questionable or critical assumptions.

Performance Tasks also may ask students to suggest or select a course of action to resolve conflicting or competing strategies and then provide a rationale for that decision, including why it is likely to be better than one or more other approaches. For example, students may be asked to anticipate potential difficulties or hazards that are associated with different ways of dealing with a problem including the likely short- and long-term consequences and implications of these strategies. Students may then be asked to suggest and defend one or more of these approaches. Alternatively, students may be asked to review a collection of materials or a set of options, analyze and organize them on multiple dimensions, and then defend that organization.

Performance Tasks often require students to marshal evidence from different sources; distinguish rational from emotional arguments and fact from opinion; understand data in tables and figures; deal with inadequate, ambiguous, and/or conflicting information; spot deception and holes in the arguments made by others; recognize information that is and is not relevant to the task at hand; identify additional information that would help to resolve issues; and weigh, organize, and synthesize information from several sources.

All of the Performance Tasks require students to present their ideas clearly, including justifying their points of view. For example, they might note the specific ideas or sections in the document library that support their position and describe the flaws or shortcomings in the arguments' underlying alternative approaches.

Analytic Writing Task

Students write answers to two types of essay prompts, namely: a “Make-an-Argument” question that asks them to support or reject a position on some issue; and a “Critique-an-Argument” question that asks them to evaluate the validity of an argument made by someone else. Both of these tasks measure a student’s ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English.

A “Make-an-Argument” prompt typically presents an opinion on some issue and asks students to address this issue from any perspective they wish, so long as they provide relevant reasons and examples to explain and support their views. Students have 45 minutes to complete this essay. For example, they might be asked to explain why they agree or disagree with the following:

There is no such thing as “truth” in the media. The one true thing about the information media is that it exists only to entertain.

A “Critique-an-Argument” prompt asks students to critique an argument by discussing how well reasoned they find it to be (rather than simply agreeing or disagreeing with the position presented). For example, they might be asked to evaluate the following argument:

A well-respected professional journal with a readership that includes elementary school principals recently published the results of a two-year study on childhood obesity. (Obese individuals are usually considered to be those who are 20 percent above their recommended weight for height and age.) This study sampled 50 schoolchildren, ages 5-11, from Smith Elementary School. A fast food restaurant opened near the school just before the study began. After two years, students who remained in the sample group were more likely to be overweight—relative to the national average. Based on this study, the principal of Jones Elementary School decided to confront her school's obesity problem by opposing any fast food restaurant openings near her school.

Scores

To facilitate reporting results across schools, ACT scores were converted (using the standard table in Appendix A) to the scale of measurement used to report SAT scores. These converted scores are hereinafter referred to simply as SAT scores.

Students receive a single score on a CLA task because each task assesses an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills.

Analytic Writing Task scoring is powered by E-Rater, an automated scoring technology developed and patented by the Educational Testing Service and licensed to CAE. The Performance Task is scored by a team of professional graders trained and calibrated on the specific task type.

A student's “raw” score on a Performance Task is the total number of points assigned to it by the graders. However, a student can earn more raw score points on some tasks than on others. To adjust for these differences, the raw scores on each task were converted to “scale” scores using the procedures described in Appendix B. This step allows for combining scores across different versions of a given type of task as well as across tasks, such as for the purposes of computing total scores.

Section III. Characteristics of Participating Institutions and Students

117 schools ("CLA schools"), including 110 four-year and seven two-year institutions, tested enough freshmen in the fall 2005 testing cycle to provide sufficiently reliable data for the school level analyses and results presented in this report. Table 1 groups the four-year CLA schools by Carnegie Classification. The spread of schools corresponds fairly well with that of the 1,421 four-year institutions across the nation.

Table 1: 4-year institutions in the CLA and nation by Carnegie Classification

Carnegie Classification	Nation		CLA	
	Number	Percentage	Number	Percentage
Doctorate-granting Universities	261	18%	26	24%
Master's Colleges and Universities	611	43%	43	39%
Baccalaureate Colleges	549	39%	41	37%
	1421		110	

Source: Carnegie Foundation for the Advancement of Teaching. *The Carnegie Classification of Institutions of Higher Education, 2000 Edition*. Electronic data file, fifth revision. 2004.

Table 2 compares some important characteristics of the 110 four-year CLA schools with the characteristics of the colleges and universities across the nation. These data suggest that the CLA schools are fairly representative of institutions nationally with respect to key institutional variables.

Table 2: 4-year institutions in the CLA and nation by key school characteristics

School Characteristic	Nation	CLA
Percent public	36%	44%
Percent Historically Black College or University (HBCU)	6%	10%
Mean percentage of undergraduates receiving Pell grants	31%	30%
Mean four-year graduation rate	35%	36%
Mean six-year graduation rate	52%	54%
Mean first-year retention rate	75%	76%
Mean Barron's selectivity rating	3.3	3.4
Mean estimated median SAT score	1060	1062
Mean student-related expenditures per FTE student (rounded)	\$11,941	\$11,327

Source: College Results Online dataset, managed by the Education Trust, covers most 4-year Title IV-eligible higher-education institutions in the United States. Data were obtained with permission from the Education Trust and constructed from IPEDS and other sources. For detail see www.collegeresults.org/aboutthedata.aspx. Because all schools did not report on every measure in the table, the averages and percentages may be based on slightly different denominators.

With respect to entering ability levels, students participating in the CLA at a school appeared to be generally representative of their classmates, at least with respect to SAT scores. Specifically, across institutions, the mean freshmen SAT score of the students who took the CLA tests was only three points higher than that of the entire freshmen class (1063 versus 1060). Moreover, the correlation on this measure (mean SAT score) between those who took the CLA and their classmates was extremely high ($r=0.96$). These data suggest that as a group, the students tested in the CLA were similar to those of their classmates as measured by their entering academic abilities. This correspondence increases the confidence in the inferences that can be made from the results with the samples of students that were tested at a school to all the freshmen at that institution.

Section IV. Findings

Institutions participate in the CLA as either cross-sectional or longitudinal schools. Cross-sectional schools test random samples of freshmen in the fall and seniors in the spring (of the same academic year). Longitudinal schools follow the same students as they progress at the college by testing them three times (as freshmen, rising juniors and seniors). Longitudinal schools in their first year follow the cross-sectional approach by testing randomly sampled seniors in the spring to gather comparative data. In the fall of 2005, each entering freshman in the CLA longitudinal sample ($n=45$ schools) was scheduled to take a Performance Task and Analytic Writing Task (i.e., Make-an-Argument and Critique-an-Argument). Testing of freshmen in the CLA cross-sectional sample ($n=76$ schools) involved having each student take either a Performance Task or Analytic Writing Task. A school's total scale score is the mean of its Performance Task and Analytic Writing Task scale scores.

As noted earlier, Appendix A describes how ACT scores were converted to the same scale of measurement as used to report SAT scores and are referred to as SAT scores. Appendix B describes how the reader-assigned "raw" scores on different tasks were converted to scale scores.

The analyses discussed in this section focus primarily on those schools where at least 25 students received a CLA score and also had an SAT score. This dual requirement was imposed to ensure that the results on a given measure were sufficiently reliable to be interpreted and that the analyses could adjust for differences among schools in the incoming abilities of the students participating in the CLA.

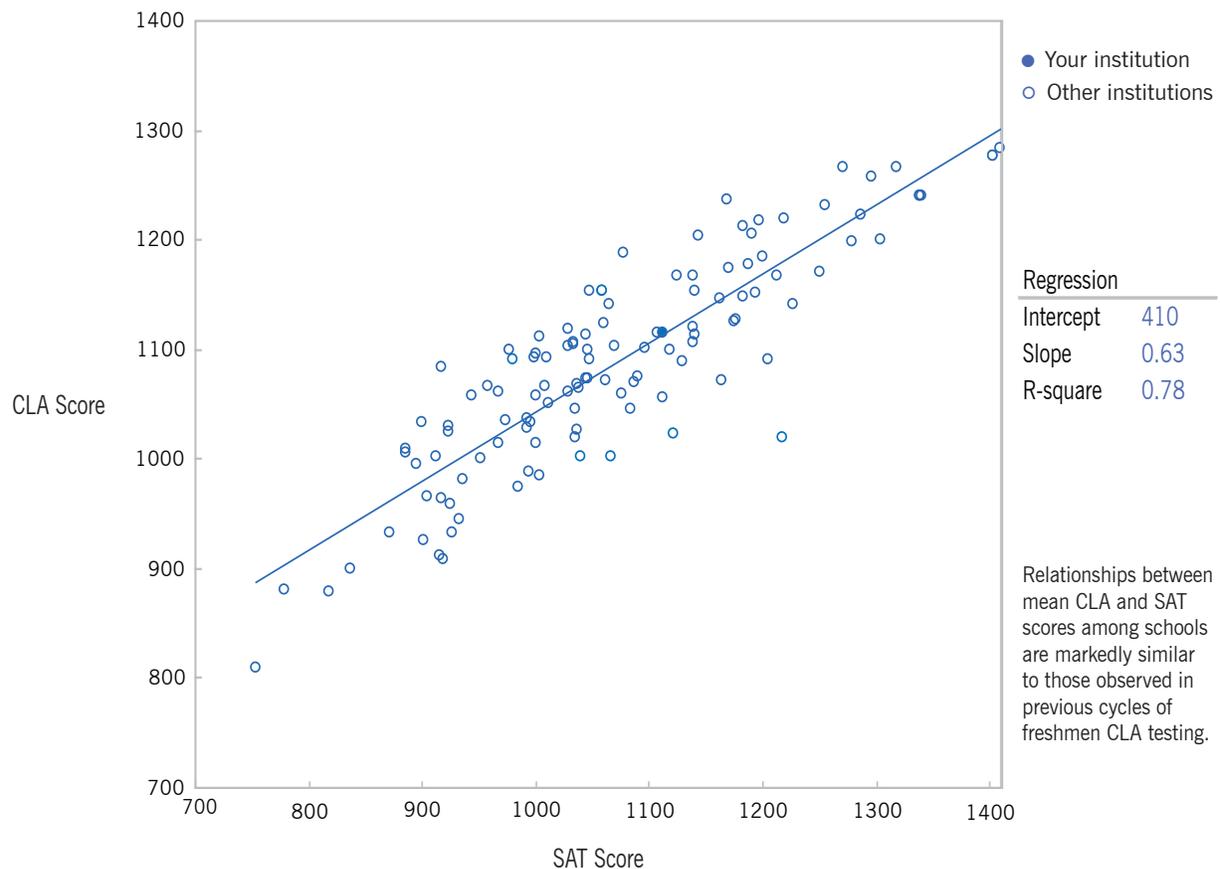
Table 3 shows the number of freshmen at your school who completed a CLA measure in fall 2005 and also had an SAT score. The counts in this table were used to determine whether your school met the dual requirement described above.

Table 3: Number of your freshmen with CLA and SAT scores

	Number of Freshmen
Performance Task	309
Analytic Writing Task	291
Make-an-Argument	298
Critique-an-Argument	296
Total score	290

Figure 1 (below) and Table 4 (next page) show whether your students did better, worse, or about the same as what would be expected given (1) their SAT scores and (2) the general relationship between CLA and SAT scores at other institutions. Specifically, Figure 1 shows the relationship between the mean SAT score of a college's freshmen (on the horizontal x-axis) and their mean CLA total score (on the vertical y-axis). Each data point is a college that had at least 25 fall 2005 freshmen with both CLA and SAT scores.

Figure 1
Relationship between mean SAT scores and mean total CLA scores for Freshmen at your institution and other institutions



The diagonal line running from lower left to upper right shows the typical relationship between an institution's mean SAT score and its mean CLA score. The solid data point corresponds to your school. Schools above the line scored higher than expected whereas those below the line did not do as well as expected. Small deviations from the line in either direction could be due to chance. Thus, you should only pay close attention to relatively "large" deviations as defined below. The difference between a school's actual mean score and its expected mean score is called its "deviation" (or "residual") score. Results are reported in terms of deviation scores because the freshmen who participated at a school were not necessarily a representative sample of all the freshmen at their school. For example, they may have been generally more or less proficient in the areas tested than the typical student at that college. Deviation scores adjust for such disparities.

Table 4 shows deviation scores for your freshmen and—given their SAT scores—whether those deviations were well above, above, at, below, or well below what would be expected.

Table 4: Deviation scores and relative-to-expected results for your freshmen

	Deviation Score	Relative to Expected
Performance Task	0.90	At
Analytic Writing Task	-0.50	At
Make-an-Argument	-0.30	At
Critique-an-Argument	-0.70	At
Total score	0.10	At

Deviation (residual) scores are reported in terms of the number of standard error units the school's actual mean deviates from its expected value.

Deviation scores are expressed in terms of standard errors to facilitate comparisons among measures. On each measure, about 60 percent of the colleges fell within the range of -1.00 to +1.00 standard errors and are categorized as being “at” expected. Institutions whose actual mean CLA score deviated by at least one standard error (but less than two standard errors) from the expected value are in the “above” or “below” categories (depending on the direction of the deviation). The schools with deviations greater than two standard errors from their expected values are in the “well above” or “well below” categories.

Appendix C contains the equations that were used to estimate a school's CLA score on the basis of its students' mean SAT score. Appendix D contains the expected CLA score for a school's freshmen for various mean SAT scores. Appendix E presents average scores across schools within 10 groups of roughly equal size. As such, it provides a general sense of where your school stands relative to the performance of all participating schools.

A school's actual mean CLA score often deviated somewhat from its expected value, i.e., the actual value did not always fall right on the line. The two most likely reasons for this happening with freshmen are (1) chance and (2) some direct or indirect effect of an intended or unintended policy or practice that resulted in the school admitting students that scored higher (or lower) on CLA type measures than would otherwise be expected given their SAT scores. For example, a school may tend to admit students who are unusually good (or bad) writers.

Table 5 (next page) shows the mean scores for all schools where at least 25 students had both CLA and SAT scores, as well as your school if applicable. Values in the “Your School” column represent only those students with both CLA and SAT scores and were used to calculate deviation scores. An “N/A” indicates that there were not enough students at your school with both CLA and SAT scores to compute a reliable mean CLA score for your institution.

Differences or similarities between the values in the “All Schools” and “Your School” columns of Table 5 are not directly interpretable because colleges varied in how their students were sampled to participate in the CLA. Consequently, you are encouraged to focus on the data in Table 4.

Table 5: Mean scores for freshmen at all schools and your school

	All Schools	Your School
Performance Task	1072	1135
Analytic Writing Task	1101	1091
Make-an-Argument	1096	1097
Critique-an-Argument	1104	1080
Total score	1086	1115
SAT score	1068	1112

Limited to schools where at least 25 students had both CLA and SAT scores

Tables 6 through 8 provide greater detail on CLA performance, including the spread of scores, at your school and all schools. These tables present summary statistics, including counts, means, 25th and 75th percentiles, and standard deviations. Units of analysis are students for Tables 6 and 7 and schools for Table 8. These CLA scale scores represent students with and without SAT scores and thus may differ from those in Table 5.

Table 6: Summary statistics for fall 2005 freshmen tested at your school

	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	309	1035	1135	1250	159
Analytic Writing Task	291	1019	1091	1214	135
Make-an-Argument	298	993	1097	1238	160
Critique-an-Argument	296	922	1080	1190	167
SAT score	310	1030	1107	1180	124

Table 7: Summary statistics for fall 2005 freshmen tested at all CLA schools

	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	14,534	960	1080	1209	190
Analytic Writing Task	12,850	958	1091	1214	163
Make-an-Argument	13,313	993	1087	1238	191
Critique-an-Argument	13,197	922	1088	1190	191
SAT score	17,459	950	1075	1210	190

Table 8: Summary statistics for schools that tested fall 2005 freshmen

	Number of Schools	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	114	1003	1067	1135	106
Analytic Writing Task	115	1040	1097	1164	93
Make-an-Argument	115	1028	1091	1156	95
Critique-an-Argument	115	1034	1100	1163	97
Total score	118	1017	1079	1144	97
SAT score	117	979	1065	1159	134

Appendix A

Standard ACT to SAT Conversion Table

To facilitate reporting results across schools, ACT scores were converted (using the standard table below) to the scale of measurement used to report SAT scores.

ACT	to	SAT
36		1600
35		1580
34		1520
33		1470
32		1420
31		1380
30		1340
29		1300
28		1260
27		1220
26		1180
25		1140
24		1110
23		1070
22		1030
21		990
20		950
19		910
18		870
17		830
16		780
15		740
14		680
13		620
12		560
11		500

Sources:

“Concordance Between ACT Assessment and Recentered SAT I Sum Scores” by N.J. Dorans, C.F. Lyu, M. Pommerich, and W.M. Houston (1997), *College and University*, 73, 24-31; “Concordance between SAT I and ACT Scores for Individual Students” by D. Schneider and N.J. Dorans, Research Notes (RN-07), College Entrance Examination Board: 1999; “Correspondences between ACT and SAT I Scores” by N.J. Dorans, College Board Research Report 99-1, College Entrance Examination Board: 1999; ETS Research Report 99-2, Educational Testing Service: 1999.

Appendix B

Procedures for Converting Raw Scores to Scale Scores

There is a separate scoring guide for each Performance Task and the maximum number of points a student can earn may differ across Performance Tasks. Consequently, it is easier to earn a given reader-assigned “raw” score on some Performance Tasks than it is on others. To adjust for these differences, reader-assigned “raw” scores on a Performance Task were converted to “scale” scores.

In technical terms, this process involved transforming the raw scores on a measure to a score distribution that had the same mean and standard deviation as the SAT scores of the students who took that measure. This process also was used with the Analytic Writing Tasks.

In non-technical terms, this type of scaling essentially involves assigning the highest raw score that was earned on a task by any freshman the same value as the highest SAT score of any freshman who took that task (i.e., not necessarily the same person). The second highest raw score is then assigned the same value as the second highest SAT score, and so on.

As a result of the scaling process, scores from different tasks could be combined to compute a school’s mean Performance Task scale score. The same procedures also were used to compute scale scores for the Analytic Writing Task.

Appendix C

Equations Used to Estimate CLA Scores on the Basis of Mean SAT Scores

Some schools may be interested in predicting CLA scores for other SAT scores. The table below provides the necessary parameters from the regression equations that will allow you to carry out your own calculations. Also provided for each equation is the standard error and R-square values.

	Intercept	Slope	Standard Error	R-square
Performance Task	306.2	0.715	41.1	0.847
Analytic Writing Task	526.8	0.535	59.4	0.600
Make-an-Argument	532.8	0.526	60.6	0.583
Critique-an-Argument	511.5	0.551	63.3	0.584
Total Score	410.4	0.631	45.2	0.779

Appendix D

Expected CLA Score for Any Given Mean SAT Score for Freshmen

The tables below and on the next page present the expected CLA score for a school's freshmen for various mean SAT scores.

Mean SAT Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	Total Score	Mean SAT Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	Total Score
1600	1450	1383	1374	1393	1420	1290	1229	1217	1211	1222	1224
1590	1443	1377	1369	1388	1414	1280	1221	1212	1206	1217	1218
1580	1436	1372	1364	1382	1407	1270	1214	1206	1201	1211	1212
1570	1429	1367	1359	1377	1401	1260	1207	1201	1196	1206	1205
1560	1422	1361	1353	1371	1395	1250	1200	1196	1190	1200	1199
1550	1414	1356	1348	1366	1388	1240	1193	1190	1185	1195	1193
1540	1407	1351	1343	1360	1382	1230	1186	1185	1180	1189	1187
1530	1400	1345	1338	1355	1376	1220	1179	1180	1175	1184	1180
1520	1393	1340	1332	1349	1370	1210	1171	1174	1169	1178	1174
1510	1386	1335	1327	1344	1363	1200	1164	1169	1164	1173	1168
1500	1379	1329	1322	1338	1357	1190	1157	1163	1159	1167	1161
1490	1372	1324	1317	1333	1351	1180	1150	1158	1154	1162	1155
1480	1364	1319	1311	1327	1344	1170	1143	1153	1148	1156	1149
1470	1357	1313	1306	1321	1338	1160	1136	1147	1143	1151	1142
1460	1350	1308	1301	1316	1332	1150	1128	1142	1138	1145	1136
1450	1343	1303	1296	1310	1325	1140	1121	1137	1132	1140	1130
1440	1336	1297	1290	1305	1319	1130	1114	1131	1127	1134	1123
1430	1329	1292	1285	1299	1313	1120	1107	1126	1122	1129	1117
1420	1322	1287	1280	1294	1306	1110	1100	1121	1117	1123	1111
1410	1314	1281	1275	1288	1300	1100	1093	1115	1111	1118	1105
1400	1307	1276	1269	1283	1294	1090	1086	1110	1106	1112	1098
1390	1300	1270	1264	1277	1288	1080	1078	1105	1101	1107	1092
1380	1293	1265	1259	1272	1281	1070	1071	1099	1096	1101	1086
1370	1286	1260	1253	1266	1275	1060	1064	1094	1090	1096	1079
1360	1279	1254	1248	1261	1269	1050	1057	1089	1085	1090	1073
1350	1271	1249	1243	1255	1262	1040	1050	1083	1080	1085	1067
1340	1264	1244	1238	1250	1256	1030	1043	1078	1075	1079	1060
1330	1257	1238	1232	1244	1250	1020	1036	1073	1069	1074	1054
1320	1250	1233	1227	1239	1243	1010	1028	1067	1064	1068	1048
1310	1243	1228	1222	1233	1237	1000	1021	1062	1059	1063	1041
1300	1236	1222	1217	1228	1231	990	1014	1056	1054	1057	1035

Appendix D (continued)

Expected CLA Score for Any Given Mean SAT Score for Freshmen

Mean SAT Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	Total Score	Mean SAT Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	Total Score
980	1007	1051	1048	1052	1029	680	792	891	891	886	840
970	1000	1046	1043	1046	1022	670	785	885	885	881	833
960	993	1040	1038	1040	1016	660	778	880	880	875	827
950	985	1035	1033	1035	1010	650	771	875	875	870	821
940	978	1030	1027	1029	1004	640	764	869	869	864	814
930	971	1024	1022	1024	997	630	757	864	864	859	808
920	964	1019	1017	1018	991	620	750	859	859	853	802
910	957	1014	1012	1013	985	610	742	853	854	848	795
900	950	1008	1006	1007	978	600	735	848	848	842	789
890	943	1003	1001	1002	972	590	728	842	843	837	783
880	935	998	996	996	966	580	721	837	838	831	776
870	928	992	990	991	959	570	714	832	833	826	770
860	921	987	985	985	953	560	707	826	827	820	764
850	914	982	980	980	947	550	699	821	822	815	757
840	907	976	975	974	940	540	692	816	817	809	751
830	900	971	969	969	934	530	685	810	812	804	745
820	893	966	964	963	928	520	678	805	806	798	739
810	885	960	959	958	922	510	671	800	801	793	732
800	878	955	954	952	915	500	664	794	796	787	726
790	871	949	948	947	909	490	657	789	791	782	720
780	864	944	943	941	903	480	649	784	785	776	713
770	857	939	938	936	896	470	642	778	780	770	707
760	850	933	933	930	890	460	635	773	775	765	701
750	842	928	927	925	884	450	628	768	770	759	694
740	835	923	922	919	877	440	621	762	764	754	688
730	828	917	917	914	871	430	614	757	759	748	682
720	821	912	912	908	865	420	607	752	754	743	675
710	814	907	906	903	858	410	599	746	749	737	669
700	807	901	901	897	852	400	592	741	743	732	663
690	800	896	896	892	846						

Appendix E

CLA Scale and Deviation Scores by Decile Group

The table below was prepared to help you gain further insight into your school's performance relative to other participating schools. You are encouraged to compare the decile group scores in the table below to your deviation scores in table 4 and your mean (scale) scores in table 5.

For each metric in the table, all schools were rank ordered and then divided into 10 groups of roughly equal size ("decile groups"). Only schools that successfully tested at least 25 students with ACT/SAT scores were included. For each metric, the average performance of the schools within each decile group was calculated. For example, a total scale score of 1196 represents the average performance of schools in the 9th decile group (i.e., schools in the 81st to 90th percentile). If your school achieved an average scale score of 1200, you could safely conclude that your school performed in the top 20 percent of participating schools on the CLA.

Decile Group	Performance Task		Analytic Writing Task		Total Score	
	Scale Score	Deviation Score	Scale Score	Deviation Score	Scale Score	Deviation Score
10	1248	1.6	1259	1.7	1251	1.7
9	1191	1.1	1201	1.1	1196	1.1
8	1140	0.7	1170	0.8	1152	0.8
7	1110	0.4	1134	0.5	1115	0.5
6	1082	0.1	1115	0.1	1097	0.1
5	1057	-0.1	1089	-0.1	1074	-0.2
4	1033	-0.4	1059	-0.4	1053	-0.3
3	1003	-0.5	1040	-0.7	1023	-0.6
2	970	-0.9	1005	-1.0	989	-1.1
1	882	-2.0	937	-1.7	908	-1.8

**collegiate
learning
assessment**