cla

Your Fall 2011 Results consist of three components:

- CLA Overview
- CLA Institutional Report
- CLA Student Data File

Overview

This Fall 2011 Overview introduces readers to the CLA and offers guidance on interpretation of results. It also provides details on CLA tasks, scoring and scaling, and the overall sample of participating institutions.

Report

Your Fall 2011 CLA Institutional Report was distributed separately as a two-page document. Your report summarizes CLA performance at your institution and across all CLA institutions as well as key characteristics of your student sample.

Student Data File

Your Fall 2011 CLA Student Data File was distributed separately as a password-protected Excel file. Your Student Data File may be linked with other data sources to generate hypotheses for additional research.

The Collegiate Learning Assessment (CLA) is a major initiative of the Council for Aid to Education. The CLA offers a value-added, constructed-response approach to the assessment of higher-order skills, such as critical thinking and written communication. Hundreds of institutions and hundreds of thousands of students have participated in the CLA to date.

The institution—not the student—is the primary unit of analysis. The CLA is designed to measure an institution's contribution, or value added, to the development of higher-order skills. This approach allows an institution to compare its student learning results on the CLA with learning results at similarly selective institutions.

The CLA is intended to assist faculty, school administrators, and others interested in programmatic change to improve teaching and learning, particularly with respect to strengthening higher-order skills.

Included in the CLA are Performance Tasks and Analytic Writing Tasks. Performance Tasks present realistic problems that require students to analyze complex materials. Several different types of materials are used that vary in credibility, relevance to the task, and other characteristics. Students' written responses to the tasks are graded to assess their abilities to think critically, reason analytically, solve problems, and write clearly and persuasively.

The CLA helps campuses follow a continuous improvement model that positions faculty as central actors in the link between assessment and teaching/learning.

The continuous improvement model requires multiple indicators beyond the CLA because no single test can serve as the benchmark for all student learning in higher education. There are, however, certain skills judged to be important by most faculty and administrators across

virtually all institutions; indeed, the higher-order skills the CLA focuses on fall into this category.

The signaling quality of the CLA is important because institutions need to have a frame of reference for where they stand and how much progress their students have made relative to the progress of students at other colleges. Yet, the CLA is not about ranking institutions. Rather, it is about highlighting differences between them that can lead to improvements. The CLA is an instrument designed to contribute directly to the improvement of teaching and learning. In this respect it is in a league of its own.

The CLA uses constructed-response tasks and value-added methodology to evaluate your students' performance reflecting the following higher-order skills: Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving.

Schools test a sample of entering students (freshmen) in the fall and exiting students (seniors) in the spring. Students take one Performance Task or a combination of one Make-an-Argument prompt and one Critique-an-Argument prompt.

The interim results that your institution receives after the fall test administration reflect the performance of your entering students.

Your institution's interim report presents information on each of the CLA task types, including means (averages), standard deviations (a measure of the spread of scores in the sample), and percentile ranks (the percentage of schools that had lower performance than yours). Also included is distributional information for each of the CLA subscores: Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving.

This summer, your institution will receive a CLA value-added institutional report, which is based on the performance of your entering and exiting students.* Value-added modeling is often viewed as an equitable way of estimating an institution's contribution to learning. Simply comparing average achievement of all schools tends to paint selective institutions in a favorable light and discount the educational efficacy of schools admitting students from weaker academic backgrounds. Value-added modeling addresses this issue by providing scores that can be interpreted as relative to institutions testing students of similar entering academic ability. This allows all schools, not just selective ones, to demonstrate their relative educational efficacy.

The CLA value-added estimation approach employs a statistical technique known as hierarchical linear modeling (HLM).** Under this value-added methodology, a school's value-added score indicates the degree to which the observed senior mean CLA score meets, exceeds, or falls below expectations established by (1) seniors' Entering Academic Ability (EAA) scores*** and (2) the mean CLA performance of freshmen at that school, which serves as a control for selection effects not covered by EAA.

* Note that the methods employed by the Community College Learning Assessment (CCLA) differ from those presented here. A description of those methods is available upon request.

** A description of the differences between the original OLS model and the enhanced HLM model is available upon request.

*** SAT Math + Verbal, ACT Composite, or Scholastic Level Exam (SLE) scores on the SAT scale. Hereinafter referred to as Entering Academic Ability (EAA).

Only students with EAA scores are included in institutional analyses.

When the average performance of seniors at a school is substantially better than expected, this school is said to have high "value added." To illustrate, consider several schools admitting students with similar average performance on general academic ability tests (e.g., the SAT or ACT) and on tests of higher-order skills (e.g., the CLA). If, after four years of college education, the seniors at one school perform better on the CLA than is typical for schools admitting similar students, one can infer that greater gains in critical thinking and writing skills occurred at the highest performing school. Note that a low (negative) value-added score does not necessarily indicate that no gain occurred between freshman and senior year; however, it does suggest that the gain was lower than would

typically be observed at schools testing students of similar entering academic ability.

Value-added scores are placed on a standardized (z-score) scale and assigned performance levels. Schools that fall between -1.00 and +1.00 are classified as "near expected," between +1.00 and +2.00 are "above expected," between -1.00 and -2.00 are "below expected," above +2.00 are "well above expected," and below -2.00 are "well below expected." Value-added estimates are also accompanied by confidence intervals, which provide information on the precision of the estimates; narrow confidence intervals indicate that the estimate is more precise, while wider intervals indicate less precision.

Our analyses include results from all CLA institutions, regardless of sample size and sampling strategy. Therefore, we encourage you to

apply due 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.

Moving forward, we will continue to employ methodological advances to maximize the precision of our value-added estimates. We will also continue developing ways to augment the value of CLA results for the improvement of teaching and learning.

Introduction

The CLA consists of a Performance Task and an Analytic Writing Task. Students are randomly assigned to take one or the other. The Analytic Writing Task includes a pair of prompts called Make-an-Argument and Critique-an-Argument.

All CLA tasks are administered online and consist of open-ended prompts that require constructed responses. There are no multiple-choice questions.

The CLA requires that students use critical thinking and written communication skills to solve cognitively demanding tasks. The integration of these skills mirrors the requirements of serious thinking and writing tasks faced in life outside of the classroom.

Performance Task

Each Performance Task requires students to use an integrated set of higher-order skills to answer several open-ended questions about a hypothetical but realistic situation. In addition to directions and questions, each Performance Task 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 drop-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. Upon completing a question, the student clicks through to the next question.

No two Performance Tasks assess the exact same combination of skills. 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 may also 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 arguments from emotional ones 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.

Analytic Writing Task

Students write responses to two types of essay tasks: a Make-an-Argument prompt that asks them to support or reject a position on some issue; and a Critique-an-Argument prompt that asks them to evaluate the validity of an argument made by someone else. Both of these tasks measure a student's skill in articulating complex ideas, examining claims and evidence, supporting ideas with relevant reasons and examples, sustaining a coherent discussion, and using standard written English.

Make-an-Argument

A Make-an-Argument prompt typically presents an opinion on some issue and asks students to write, in 45 minutes, a persuasive analytic essay to support a position on the issue. Key elements include: establishing a thesis or a position on an issue; maintaining the thesis throughout the essay; supporting the thesis with relevant and persuasive examples (e.g., from personal experience, history, art, literature, pop culture, or current events); anticipating and countering opposing arguments to the position, fully developing ideas, examples, and arguments; organizing the structure of the essay to maintain the flow of the argument (e.g., paragraphing, ordering of ideas and sentences within paragraphs, use of transitions); employing varied sentence structure and advanced vocabulary.

Critique-an-Argument

A Critique-an-Argument prompt asks students, in 30 minutes, to evaluate the reasoning used in an argument (rather than simply agreeing or disagreeing with the position presented). Key elements of the essay include: identifying a variety of logical flaws or fallacies in a specific argument; explaining how or why the logical flaws affect the conclusions in that argument; and presenting a critique in a written response that is grammatically correct, organized, well-developed, and logically sound.

Example Performance Task

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.

Example Document Library

- Newspaper article about the accident

- Federal Accident Report on in-flight breakups in single-engine planes

- Internal Correspondence (Pat's e-mail to you and Sally's e-mail to Pat)

- Charts relating to SwiftAir's performance characteristics

- Excerpt from a magazine article comparing SwiftAir 235 to similar planes

- Pictures and descriptions of SwiftAir Models 180 and 235

Example 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?

Example Make-an-Argument

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.

Example Critique-an-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.

CLA results operate as a signaling tool of overall institutional performance on tasks that measure higher-order skills. Examining performance across CLA task types can serve as an initial diagnostic exercise. The three types of CLA tasks—Performance Task, Make-an-Argument, and Critique-an-Argument—differ in the combination of skills necessary to perform well.

The Make-an-Argument and Critique-an-Argument tasks measure Analytic Reasoning and Evaluation, Writing Effectiveness, and Writing Mechanics. The Performance Task measures Problem Solving in addition to the three aforementioned skills. Each of the skills are assessed in slightly different ways within the context of each task type. For example, in the context of the Performance Task and the Critique-an-Argument task, Analytic Reasoning and Evaluation involves interpreting, analyzing, and evaluating the quality of information. In the Make-an-Argument task, Analytic Reasoning and Evaluation involves stating a position, providing valid reasons to support the writer's position, and considering and possibly refuting alternative viewpoints.

Subscores are assigned on a scale of 1 (lowest) to 6 (highest). Subscores are not directly comparable to one another across task and subscore categories because they are not adjusted for difficulty like CLA scale scores. The subscores remain unadjusted because they are intended to facilitate criterion-referenced interpretations. For example, a "4" in Analytic Reasoning and Evaluation means that a response had certain qualities (e.g., "Identifies a few facts or ideas that support or refute all major arguments"), and any adjustment to that score would compromise the interpretation.

Still, the ability to make claims like "Our students seem to be doing better in Writing Effectiveness than in Problem Solving on the Performance Task" is clearly desirable. This can be done by comparing each subscore distribution to its corresponding reference distribution displayed in Figure 4 of your institutional report. You can support claims like the one above if you see, for example, that students are performing above average in Writing Effectiveness, but not in Problem Solving on the Performance Task.

Please examine the results presented in Figure 4 and Table 5 of your institutional report in combination with the *Scoring Criteria* in the next section to explore the areas where your students may need improvement.

Scoring Criteria Performance Task

Analytic Reasoning & Evaluation	Writing Effectiveness	Writing Mechanics	Problem Solving
Interpreting, analyzing, and evaluating the quality of information. This entails identifying information that is relevant to a problem, highlighting connected and conflicting information, detecting flaws in logic and questionable assumptions, and explaining why information is credible, unreliable, or limited.	Constructing organized and logically cohesive arguments. Strengthening the writer's position by providing elaboration on facts or ideas (e.g., explaining how evidence bears on the problem, providing examples, and emphasizing especially convincing evidence).	Facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage).	Considering and weighing information from discrete sources to make decisions (draw a conclusion and/or propose a course of action) that logically follow from valid arguments, evidence, and examples. Considering the implications of decisions and suggesting additional research when appropriate.

6

- Identifies most facts or ideas that support or refute all major arguments (or salient features of all objects to be classified) presented in the Document Library. Provides analysis that goes beyond the obvious.
- Demonstrates accurate understanding of a large body of information from the Document Library.
- Makes several accurate claims about the quality of information.

- Organizes response in a logically cohesive way that makes it very easy to follow the writer's arguments.
- Provides valid and comprehensive elaboration on facts or ideas related to each argument and clearly cites sources of information.

- Demonstrates outstanding control of grammatical conventions.
- Consistently writes well-constructed, complex sentences with varied structure and length.
- Displays adept use of vocabulary that is precise, advanced, and varied.

- Provides a decision and a solid rationale based on credible evidence from a variety of sources. Weighs other options, but presents the decision as best given the available evidence.
- When applicable:
- Proposes a course of action that follows logically from the conclusion. Considers implications.
- Recognizes the need for additional research. Recommends specific research that would address most unanswered questions.

5

- Identifies several facts or ideas that support or refute all major arguments (or salient features of all objects to be classified) presented in the Document Library.
- Demonstrates accurate understanding of much of the Document Library content.
- Makes a few accurate claims about the quality of information.

- Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's arguments.
- Provides valid elaboration on facts or ideas related to each argument and cites sources of information.

- Demonstrates very good control of grammatical conventions.
- Consistently writes well-constructed sentences with varied structure and length.
- Uses varied and sometimes advanced vocabulary that effectively communicates ideas.

- Provides a decision and a solid rationale based largely on credible evidence from multiple sources and discounts alternatives.
- When applicable:
- Proposes a course of action that follows logically from the conclusion. May consider implications.
- Recognizes the need for additional research. Suggests research that would address some unanswered questions.

4

- Identifies a few facts or ideas that support or refute all major arguments (or salient features of all objects to be classified) presented in the Document Library.
- Briefly demonstrates accurate understanding of important Document Library content, but disregards some information.
- Makes very few accurate claims about the quality of information.

- Organizes response in a way that makes the writer's arguments and logic of those arguments apparent but not obvious.
- Provides valid elaboration on facts or ideas several times and cites sources of information.

- Demonstrates good control of grammatical conventions with few errors.
- Writes well-constructed sentences with some varied structure and length.
- Uses vocabulary that clearly communicates ideas but lacks variety.

- Provides a decision and credible evidence to back it up. Possibly does not account for credible, contradictory evidence. May attempt to discount alternatives.
- When applicable:
- Proposes a course of action that follows logically from the conclusion. May briefly consider implications.
- Recognizes the need for additional research. Suggests research that would address an unanswered question.

3

- Identifies a few facts or ideas that support or refute several arguments (or salient features of all objects to be classified) presented in the Document Library.
- Disregards important information or makes minor misinterpretations of information. May restate information "as is."
- Rarely, if ever, makes claims about the quality of information and may present some unreliable evidence as credible.

- Provides limited or somewhat unclear arguments. Presents relevant information in each response, but that information is not woven into arguments.
- Provides elaboration on facts or ideas a few times, some of which is valid. Sources of information are sometimes unclear.

- Demonstrates fair control of grammatical conventions with frequent minor errors.
- Writes sentences that read naturally but tend to have similar structure and length.
- Uses vocabulary that communicates ideas adequately but lacks variety.

- Provides or implies a decision and some reason to favor it, but the rationale may be contradicted by unaccounted for evidence.
- When applicable:
- Briefly proposes a course of action, but some aspects may not follow logically from the conclusion.
- May recognize the need for additional research. Any suggested research tends to be vague or would not adequately address unanswered questions.

2

- Identifies very few facts or ideas that support or refute arguments (or salient features of all objects to be classified) presented in the Document Library.
- Disregards or misinterprets much of the Document Library. May restate information "as is."
- Does not make claims about the quality of information and presents some unreliable information as credible.

- Provides limited, invalid, overstated, or very unclear arguments. May present information in a disorganized fashion or undermine own points.
- Any elaboration on facts or ideas tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion). Sources of information are often unclear.

- Demonstrates poor control of grammatical conventions with frequent minor errors and some distracting errors.
- Consistently writes sentences with similar structure and length, and some may be difficult to understand.
- Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear.

- Provides or implies a decision, but very little rationale is provided or it is based heavily on unreliable evidence.
- When applicable:
- Briefly proposes a course of action, but some aspects do not follow logically from the conclusion.
- May recognize the need for additional research. Any suggested research is vague or would not adequately address unanswered questions.

1

- Does not identify facts or ideas that support or refute arguments (or salient features of all objects to be classified) presented in the Document Library or provides no evidence of analysis.
- Disregards or severely misinterprets important information.
- Does not make claims about the quality of evidence and bases response on unreliable information.

- Does not develop convincing arguments. Writing may be disorganized and confusing.
- Does not provide elaboration on facts or ideas.

- Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge.
- Writes sentences that are repetitive or incomplete, and some are difficult to understand.
- Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear.

- Provides no clear decision or no valid rationale for the decision.
- When applicable:
- Does not propose a course of action that follows logically from the conclusion.
- Does not recognize the need for additional research or does not suggest research that would address unanswered questions.

	Analytic Reasoning & Evaluation	Writing Effectiveness	Writing Mechanics
	Stating a position, providing valid reasons to support the writer's position, and demonstrating an understanding of the complexity of the issue by considering and possibly refuting alternative viewpoints.	Constructing an organized and logically cohesive argument. Strengthening the writer's position by elaborating on the reasons for that position (e.g., providing evidence, examples, and logical reasoning).	Facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage).
6	• Asserts an insightful position and provides multiple (at least 4) sound reasons to justify it. • Provides analysis that reflects a thorough consideration of the complexity of the issue. Possibly refutes major counterarguments or considers contexts integral to the issue (e.g., ethical, cultural, social, political).	• Organizes response in a logically cohesive way that makes it very easy to follow the writer's argument. • Provides valid and comprehensive elaboration on each reason for the writer's position.	• Demonstrates outstanding control of grammatical conventions. • Consistently writes well-constructed, complex sentences with varied structure and length. • Displays adept use of vocabulary that is precise, advanced, and varied.
5	• States a thoughtful position and provides multiple (at least 3) sound reasons to support it. • Provides analysis that reflects some consideration of the complexity of the issue. Possibly considers contexts integral to the issue (e.g., ethical, cultural, social, political).	• Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's argument. • Provides valid elaboration on each reason for the writer's position.	• Demonstrates very good control of grammatical conventions. • Consistently writes well-constructed sentences with varied structure and length. • Uses varied and sometimes advanced vocabulary that effectively communicates ideas.
4	• States a clear position and some (2-3) sound reasons to support it. • Provides some careful analysis, but it lacks consideration of the issue's complexity.	• Organizes response in a way that makes the writer's argument and its logic apparent but not obvious. • Provides valid elaboration on reasons for the writer's position several times.	• Demonstrates good control of grammatical conventions with few errors. • Writes well-constructed sentences with some varied structure and length. • Uses vocabulary that clearly communicates ideas but lacks variety.
3	• States or implies a position and provides few (1-2) reasons to support it. • Provides some superficial analysis of the issue.	• Provides a limited or somewhat unclear argument. Presents relevant information, but that information is not woven into an argument. • Provides valid elaboration on reasons for the writer's position a few times.	• Demonstrates fair control of grammatical conventions with frequent minor errors. • Writes sentences that read naturally but tend to have similar structure and length. • Uses vocabulary that communicates ideas adequately but lacks variety.
2	• States or implies a position and provides vague or very few reasons to support it. • Provides little analysis, and that analysis may reflect an oversimplification of the issue.	• Provides limited, invalid, overstated, or very unclear argument. May present information in a disorganized fashion or undermine own points. • Any elaboration on reasons for the writer's position tend to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion).	• Demonstrates poor control of grammatical conventions with frequent minor errors and some distracting errors. • Consistently writes sentences with similar structure and length, and some may be difficult to understand. • Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear.
1	• States an unclear position (if any) and fails to provide reasons to support it. • Provides very little evidence of analysis. May not understand the issue.	• Fails to develop a convincing argument. The writing may be disorganized and confusing. • Fails to provide elaboration on reasons for the writer's position.	• Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge. • Writes sentences that are repetitive or incomplete, and some are difficult to understand. • Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear.

Analytic Reasoning & Evaluation	Writing Effectiveness	Writing Mechanics
Interpreting, analyzing, and evaluating the quality of information. This entails highlighting conflicting information, detecting flaws in logic and questionable assumptions, and explaining why information is credible, unreliable, or limited.	Constructing organized and logically cohesive arguments. Strengthening the writer's position by elaborating on deficiences in the argument (e.g., providing explanations and examples).	Facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage).
6 • Demonstrates accurate understanding of the complete argument. • Identifies many (at least 5) deficiencies in the argument and provides analysis that goes beyond the obvious.	• Organizes response in a logically cohesive way that makes it very easy to follow the writer's critique. • Provides valid and comprehensive elaboration for each identified deficiency.	• Demonstrates outstanding control of grammatical conventions. • Consistently writes well-constructed, complex sentences with varied structure and length. • Displays adept use of vocabulary that is precise, advanced, and varied.
5 • Demonstrates accurate understanding of much of the argument. • Identifies many (at least 4) deficiencies in the argument.	• Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's critique. • Provides valid elaboration for each identified deficiency.	• Demonstrates very good control of grammatical conventions. • Consistently writes well-constructed sentences with varied structure and length. • Uses varied and sometimes advanced vocabulary that effectively communicates ideas.
4 • Demonstrates accurate understanding of several aspects of the argument, but disregards a few. • Identifies several (at least 3) deficiencies in the argument.	• Organizes response in a way that makes the writer's critique and its logic apparent but not obvious. • Provides valid elaboration on identified deficiencies several times.	• Demonstrates good control of grammatical conventions with few errors. • Writes well-constructed sentences with some varied structure and length. • Uses vocabulary that clearly communicates ideas but lacks variety.
3 • Disregards several aspects of the argument or makes minor misinterpretations of the argument. • Identifies a few (2-3) deficiencies in the argument.	• Provides a limited or somewhat unclear critique. Presents relevant information, but that information is not woven into an argument. • Provides valid elaboration on identified deficiencies a few times.	• Demonstrates fair control of grammatical conventions with frequent minor errors. • Writes sentences that read naturally but tend to have similar structure and length. • Uses vocabulary that communicates ideas adequately but lacks variety.
2 • Disregards or misinterprets much of the information in the argument. • Identifies very few (1-2) deficiencies in the argument and may accept unreliable evidence as credible.	• Provides limited, invalid, overstated, or very unclear critique. May present information in a disorganized fashion or undermine own points. • Any elaboration on identified deficiencies tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion).	• Demonstrates poor control of grammatical conventions with frequent minor errors and some distracting errors. • Consistently writes sentences with similar structure and length, and some may be difficult to understand. • Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear.
1 • Disregards or severely misinterprets important information in the argument. • Fails to identify deficiencies in the argument or provides no evidence of critical analysis.	• Fails to develop a convincing critique or agrees entirely with the flawed argument. The writing may be disorganized and confusing. • Fails to provide elaboration on identified deficiencies.	• Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge. • Writes sentences that are repetitive or incomplete, and some are difficult to understand. • Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear.

The CLA uses a combination of automated and human scoring, relying primarily on Intelligent Essay Assessor (IEA) for scoring. IEA is the automated scoring engine developed by Pearson Knowledge Technologies to evaluate the meaning of text, not just writing mechanics. Pearson has trained IEA for the CLA using a broad range of real CLA responses and scores to ensure its consistency with scores generated by human scorers.

Though the majority of scoring is handled by IEA, some responses are scored by trained human scorers. IEA identifies unusual responses, which are automatically sent to the human scoring queue. In addition, ten percent of responses are scored by both IEA and humans in order to continually evaluate the quality of scoring.

All scorer candidates undergo rigorous training in order to become certified CLA scorers. Training includes an orientation to the prompts and scoring rubrics/guides, repeated practice grading a wide range of student responses, and extensive feedback and discussion after scoring each response. After participating in training, scorers complete a reliability check where they score the same set of student responses. Scorers with low agreement or reliability (determined by comparisons of raw score means, standard deviations and correlations among the scorers) are either further coached or removed from scoring.

Each response receives subscores in the categories of Analytic Reasoning and Evaluation, Writing Effectiveness, and Writing Mechanics. An additional scale, Problem Solving, is used to evaluate

only the Performance Tasks. Subscores are assigned on a scale of 1 (lowest) to 6 (highest). For all task types, blank responses or responses that are entirely unrelated to the task (e.g., writing about what they had for breakfast) are flagged for removal from results.

Because the prompts (specific tasks within each task type) differ in the possible arguments and pieces of information students can or should use in their responses, prompt-specific guidance is provided to scorers in addition to the scoring criteria that appear in the previous section.

To facilitate reporting results across schools, ACT scores were converted (using the ACT-SAT crosswalk to the right) to the scale of measurement used to report SAT scores.

For institutions where some students do not have ACT or SAT scores, we make available the Scholastic Level Exam (SLE), a short-form measure of cognitive ability, as part of the CLA. The SLE is produced by Wonderlic, Inc. SLE scores are converted to the SAT scale using data from 1,148 students participating in spring 2006 that had both SAT and SLE scores.

These converted scores (both ACT to SAT and SLE to SAT) and SAT scores are referred to as Entering Academic Ability (EAA) scores.

Standard ACT to SAT Crosswalk

ACT	to	SAT
36		1600
35		1560
34		1510
33		1460
32		1420
31		1380
30		1340
29		1300
28		1260
27		1220
26		1190
25		1150
24		1110
23		1070
22		1030
21		990
20		950
19		910
18		870
17		830
16		790
15		740
14		690
13		640
12		590
11		530

Source:

ACT (2008). *ACT/College Board Joint Statement*. Retrieved from www.act.org/aap/concordance/pdf/report.pdf

For each task, raw subscores are summed to produce a raw total score. Because not all tasks have the exact same level of difficulty, raw total scores from the different tasks are converted to a common scale of measurement. This process results in scale scores that reflect comparable levels of proficiency across tasks. For example, a given CLA scale score indicates approximately the same percentile rank regardless of the task on which it was earned. This feature of the CLA scale scores allows combining scores from different tasks to compute a school's mean scale score for each task type as well as a total average scale score across types.

A linear scale transformation is used to convert raw scores to scale scores. This process results in a scale score distribution with the same mean and standard deviation as the SAT (or converted ACT) scores of the college freshmen who took that measure. This type of scaling preserves the shape of the raw score distribution and maintains the relative standing of students. For example, the student with the highest raw score on a task will also have the highest scale score on that task, the student with the next highest raw score will be assigned the next highest scale score, and so on.

This type of scaling makes it such that a very high raw score earned on the task (not necessarily the highest possible score) corresponds approximately to the highest SAT (or converted ACT) score of any freshman who took that task. Similarly, a very low raw score earned on a task would be assigned a scale score value that is close to the lowest SAT (or converted ACT) score of any freshman who took that task. On rare occasions that students achieve exceptionally high or low raw scores, this scaling procedure may produce scale scores that fall outside the normal SAT (Math + Verbal) score range of 400 to 1600.

From fall 2006 to spring 2010, CAE used the same scaling equations for each assessment cycle in order to facilitate year-to-year comparisons.

With the introduction of new scoring criteria in fall 2010, raw scores are now on a different scale than they were in previous years, which makes it necessary to revise the scaling equations. Under the new scaling equations, responses since fall 2010 have tended to receive somewhat lower scores than responses of the same quality would have received in previous years. If you are interested in drawing comparisons between the average CLA scale scores in your current institutional report and those reported prior to fall 2010, we encourage you to use the equation below to convert pre-fall 2010 scale scores to current scale scores. The correlation between institution average scores on the old and new score scales is .99, and this equation characterizes the strong linear relationship between those scores. The equation can apply to all institution-level score types: Total, Performance Task, Analytic Writing Task, Make-an-Argument, and Critique-an-Argument.

$$score_{new} = 102.29 + (0.8494 \cdot score_{old})$$

8.1 Freshman CLA Scores, 50th-99th Percentiles

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
99	1304	1349	1264	1259	1270	1304
98	1265	1268	1262	1254	1264	1292
97	1243	1213	1216	1221	1247	1251
96	1201	1202	1204	1219	1217	1239
95	1191	1200	1195	1191	1196	1232
94	1186	1197	1174	1176	1175	1212
93	1181	1187	1171	1172	1170	1206
92	1178	1181	1170	1170	1169	1200
91	1172	1167	1164	1163	1163	1176
90	1169	1166	1159	1154	1153	1169
89	1156	1164	1151	1151	1151	1159
88	1147	1162	1148	1147	1141	1148
87	1144	1157	1143	1145	1138	1147
86	1142	1156	1134	1142	1136	1144
85	1136	1151	1133	1140	1134	1142
84	1134	1145	1132	1133	1133	1135
83	1132	1140	1130	1132	1131	1133
82	1130	1134	1129	1131	1128	1129
81	1126	1133	1125	1130	1127	1128
80	1123	1132	1124	1128	1122	1120
79	1119	1122	1115	1125	1120	1109
78	1116	1122	1114	1123	1117	1108
77	1112	1121	1112	1118	1115	1105
76	1111	1120	1108	1114	1109	1103
75	1110	1117	1107	1113	1105	1098
74	1110	1115	1106	1109	1102	1093
73	1109	1111	1105	1102	1099	1092
72	1106	1110	1103	1101	1098	1084
71	1103	1108	1101	1101	1096	1082
70	1102	1106	1097	1100	1094	1080
69	1101	1103	1097	1098	1091	1079
68	1099	1100	1096	1095	1090	1079
67	1098	1096	1095	1094	1089	1078
66	1096	1091	1092	1093	1085	1073
65	1087	1088	1087	1091	1084	1071
64	1086	1087	1082	1088	1077	1071
63	1085	1086	1079	1084	1070	1070
62	1082	1085	1073	1083	1066	1064
61	1080	1078	1072	1081	1064	1061
60	1079	1078	1070	1075	1063	1060
59	1078	1077	1069	1074	1061	1056
58	1070	1069	1066	1073	1059	1055
57	1069	1068	1065	1072	1057	1053
56	1065	1062	1062	1071	1055	1050
55	1059	1060	1060	1068	1054	1049
54	1057	1059	1057	1067	1053	1048
53	1054	1058	1055	1062	1050	1042
52	1049	1057	1050	1058	1049	1038
51	1047	1055	1044	1057	1045	1032
50	1042	1052	1044	1048	1043	1031

8.2 Freshman CLA Scores, 1st-49th Percentiles

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
49	1040	1050	1043	1045	1039	1027
48	1037	1049	1042	1043	1038	1025
47	1037	1043	1038	1041	1035	1023
46	1036	1037	1037	1037	1034	1022
45	1035	1036	1033	1037	1032	1020
44	1034	1033	1032	1036	1031	1017
43	1034	1031	1031	1035	1029	1016
42	1033	1026	1029	1032	1028	1014
41	1030	1024	1028	1029	1027	1012
40	1027	1023	1026	1027	1025	1011
39	1026	1021	1023	1025	1022	1010
38	1024	1018	1021	1023	1020	1009
37	1023	1016	1020	1021	1016	1005
36	1017	1013	1019	1019	1013	998
35	1016	1011	1017	1015	1010	993
34	1012	1009	1013	1013	1007	992
33	1009	1008	1012	1012	1004	988
32	1004	1004	1011	1011	1002	987
31	1003	997	1009	1010	1001	984
30	998	995	1007	1005	1000	981
29	997	993	1005	1005	998	978
28	995	990	1004	1004	993	977
27	994	988	1001	1002	991	972
26	991	986	995	997	987	969
25	989	985	993	996	986	968
24	988	985	992	987	984	961
23	986	984	987	983	977	954
22	983	980	981	982	976	951
21	980	978	980	980	975	946
20	977	971	978	971	973	934
19	974	964	974	970	972	930
18	972	961	973	966	971	924
17	968	958	966	964	970	921
16	961	955	961	954	961	917
15	960	954	959	950	957	916
14	949	951	956	942	954	914
13	937	946	954	939	949	903
12	929	924	946	933	941	896
11	926	919	945	923	931	894
10	920	918	928	914	923	880
9	917	902	920	903	915	865
8	916	893	918	902	911	864
7	900	887	907	900	904	857
6	888	874	897	887	900	853
5	879	861	891	878	887	850
4	871	859	888	875	885	835
3	859	837	867	857	876	780
2	773	811	793	758	839	742
1	754	753	754	606	804	703

Carnegie Classification

Table 9.1 shows CLA schools grouped by Basic Carnegie Classification. The spread of schools corresponds fairly well with that of the 1,587 four-year, not-for-profit institutions across the nation.

Table 9.1 counts exclude some institutions that do not fall into these categories, such as Special Focus Institutions and institutions based outside of the United States.

9.1 Carnegie Classification of Institutional Sample

Carnegie Classification	Nation (n = 1,587)		CLA (n = 161)	
	Number	Percentage	Number	Percentage
Doctorate-granting Universities	275	17	32	20
Master's Colleges and Universities	619	39	81	50
Baccalaureate Colleges	693	44	48	30

Source: Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, February 17, 2010.

School Characteristics

Table 9.2 provides comparative statistics on some important characteristics of colleges and universities across the nation with those of the CLA schools, and suggests that these CLA schools are fairly representative of four-year, not-for-profit institutions nationally. Percentage public is one exception.

9.2 School Characteristics of Institutional Sample

School Characteristic	Nation	CLA
Percentage public	32	56
Percentage Historically Black College or University (HBCU)	5	6
Mean percentage of undergraduates receiving Pell grants	31	30
Mean six-year graduation rate	51	50
Mean Barron's selectivity rating	3.6	3.1
Mean estimated median SAT score	1058	1020
Mean number of FTE undergraduate students (rounded)	3,869	6,794
Mean student-related expenditures per FTE student (rounded)	$12,330	$10,496

Source: College Results Online 2008 dataset, managed by and obtained with permission from the Education Trust, covers most 4-year Title IV-eligible higher-education institutions in the United States. Data were constructed from IPEDS and other sources. Because all schools did not report on every measure in the table, the averages and percentages may be based on slightly different denominators.

Sample Representativeness

CLA-participating students appeared to be generally representative of their classmates with respect to entering ability levels as measured by Entering Academic Ability (EAA) scores.

Specifically, across institutions, the average EAA score of CLA freshmen (as verified by the registrar) was only 8 points higher than that of the entire freshman class*: 1034 versus 1026 (n = 165 institutions). Further, the correlation between the average EAA score of CLA freshmen and their classmates was extremely high (r = .92, n = 165 institutions).

These data suggest that as a group, CLA freshmen were similar to all freshmen at participating institutions. This correspondence increases confidence in the inferences that can be made from the results with the samples of students that were tested at an institution to all the students at that institution.

* As reported by 165 institution registrars in response to a fall 2011 request for information.

School List

The institutions listed here in alphabetical order agreed to be identified as participating schools and may or may not have been included in comparative analyses.

CLA Schools

Alaska Pacific University
Augsburg College
Baker University
Barton College
Bellarmine University
Bethel University
Bluefield State College
Bowling Green State University
Burlington College
Cabrini College
California Baptist University
California Maritime Academy
California State Polytechnic University, Pomona
California State Polytechnic University, San Luis Obispo
California State University, Bakersfield
California State University, Channel Islands
California State University, Chico
California State University, Dominguez Hills
California State University, East Bay
California State University, Fresno
California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles
California State University, Monterey Bay
California State University, Northridge
California State University, Sacramento
California State University, San Bernardino
California State University, San Marcos
California State University, Stanislaus
Carlow University
Carthage College
Central Connecticut State University
Charleston Southern University
Clarke University

College of Our Lady of the Elms
College of Saint Benedict / St. John's University
Concord University
Culver-Stockton College
Delaware State University
Dillard University
Dominican University
East Carolina University
Eastern Connecticut State University
Eastern Illinois University
Emory & Henry College
Emporia State University
Fairmont State University
Florida International University Honors College
Fort Hays State University
Glenville State College
Gordon College
Greenville College
Hardin-Simmons University
Hawaii Pacific University College of Natural and Computational Sciences
Holy Spirit College
Humboldt State University
Illinois College
Indiana University of Pennsylvania
Indiana Wesleyan University
Jacksonville State University
Jamestown College
Kansas State University
Keene State College
Kent State University
King's College
LaGrange College
Lane College
Louisiana Tech University
Luther College
Lynchburg College

Lynn University
Marshall University
Mills College
Minot State University
Misericordia University
Monmouth University
Morgan State University
Morningside College
Mount St. Mary's College
New Mexico State University
New York Institute of Technology
Newman University
Nicholls State University
Norfolk State University Department of Interdisciplinary Studies
Northern Illinois University
Northwestern State University
Notre Dame Maryland University
Oakland University
Our Lady of the Lake University
Pittsburg State University
Point Loma Nazarene University
Presbyterian College
Ramapo College of New Jersey
Randolph-Macon College
Robert Morris University
Roger Williams University
Saginaw Valley State University
Saint Paul's College
Saint Xavier University
San Diego State University
San Francisco State University
San Jose State University
San Jose State University History Department
Seton Hill University
Shepherd University
Slippery Rock University
Sonoma State University

CLA Schools (continued)

Southern Cross University
Southern Oregon University
Southwestern University
St. Ambrose University
St. Cloud State University
Stonehill College
SUNY College at Oneonta
Texas A&M University-Kingsville
Texas Lutheran University
Texas State University San Marcos
Texas Tech University
The Citadel
The College of Idaho
The College of St. Scholastica
The College of Wooster
The University of Montana
Trinity Christian College
Truman State University
University of Baltimore
University of Bridgeport
University of Charleston
University of Evansville
University of Georgia
University of Great Falls
University of Hawaii at Hilo College of
   Business and Economics
University of Houston
University of Kentucky
University of Massachusetts, Amherst
University of Missouri - St. Louis
University of New Hampshire
University of Pittsburgh
University of Saint Mary
University of St. Thomas (TX)
University of Texas - Pan American
University of Texas at Arlington
University of Texas at Austin
University of Texas at Dallas
University of Texas at El Paso
University of Texas at San Antonio
University of Texas at Tyler
University of Texas of the Permian Basin
University of the Virgin Islands
University of Vermont
University of Washington Bothell
University of Wyoming
Upper Iowa University
Ursuline College
Weber State University
Wesley College
West Liberty University
West Virginia State University

West Virginia University
West Virginia University Institute of
   Technology
Western Carolina University
Western Governors University
Western Michigan University
Westminster College (MO)
Westminster College (UT)
Wichita State University
William Peace University
Winston-Salem State University
Wisconsin Lutheran College
Wright State University
Wyoming Catholic College

CCLA Schools

Arizona Western College
Collin College
Howard Community College
Northern Marianas College

CWRA Schools

Abington Friends School
Akins High School
American Canyon High School
Anson New Tech High School
Asheville School
Barrie School
Beaver Country Day School
Brimmer and May School
Catalina Foothills High School
Collegiate School
Colorado Academy
Crystal Springs Uplands School
Culver Academies
Currey Ingram Academy
Eagle Rock School
Friends School of Baltimore
Gilmour Academy
Greensboro Day School
Heritage Hall
Hillside New Tech High School
Illinois Mathematics and Science Academy
Ke Kula O Samuel M Kamakau
Kimball Union Academy
Lake Forest Academy
Lakeview Academy
Le Jardin Academy
Los Angeles School of Global Studies
Maryknoll School
Math, Engineering, Technology, and Science
   Academy (METSA)
McKinley Academy

Mead High School
Menlo School
Metairie Park Country Day School
Mid-Pacific Institute
Moorestown Friends School
Moses Brown School
Mount Vernon Presbyterian School
Mt. Spokane High School
Nanakuli High and Intermediate School
Napa High School
Napa New Tech High School
New Tech at Ruston
Parish Episcopal School
Porterville Unified Public Schools
Ramsey High School
Regional School Unit 13
Riverdale Country School
Sacramento City Unified School District
Sacramento New Tech High School
Sacred Hearts Academy
Sandia Preparatory School
School of IDEAS
Severn School
Sonoma Academy
St. Andrew's School
St. Christopher's School
St. George's Independent School
St. Gregory College Preparatory School
St. Luke's School
St. Margaret's Episcopal School
Staunton River High School
Stevenson School
Stuart Country Day School
Tech Valley High School
Tesseract School
The Haverford School
The Hotchkiss School
The Hun School of Princeton
The Lawrenceville School
The Lovett School
The Sustainability Workshop
The Webb School
Tilton School
Trinity School of Midland
Upper Arlington High School
Vintage High School
Waianae High School
Wardlaw-Hartridge School
Warren New Tech High School
Warwick Valley High School
Watershed School
Westtown School
Wildwood School
York School

In tandem with your report, we provide a CLA Student Data File, which includes variables across three categories: self-reported information from students in their CLA online profile; CLA scores and identifiers; and information provided by the registrar.

We provide student-level information for linking with other data you collect (e.g., from NSSE, CIRP, portfolios, local assessments, course-taking patterns, participation in specialized programs, etc.) to help you hypothesize about factors related to institutional performance.

Student-level scores are not designed to be diagnostic at the individual level and should be considered as only one piece of evidence about a student's skills. In addition, correlations between individual CLA scores and other measures would be attenuated due to unreliability.

Self-Reported Data

- Name (first, middle initial, last)
- Student ID
- Email address
- Date of birth
- Gender
- Race/Ethnicity
- Parent Education
- Primary and Secondary Academic Major (36 categories)
- Field of Study (6 categories; based on primary academic major)
- English as primary language
- Attended school as freshman, sophomore, junior, senior
- Local survey responses, if applicable

CLA Scores and Identifiers

- For Performance Task, Analytic Writing Task, Make-an-Argument, and Critique-an-Argument (depending on the tasks taken and completeness of responses):

  - CLA scores

  - Performance Level categories (i.e., well below expected, below expected, near expected, above expected, well above expected)*

  - Percentile Rank across schools and within your school (among students in the same class year, based on score)

- Subscores in Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving

- SLE score (if applicable, 1-50)

- Entering Academic Ability (EAA) score

- Unique CLA numeric identifiers

- Year, Testing window (fall or spring), Date of test, and Time spent on test

Registrar Data

- Class Standing
- Transfer Student Status
- Program Code and Name (for classification of students into different colleges, schools, fields of study, programs, etc., if applicable)
- SAT Total (Math + Critical Reading)
- SAT I Math
- SAT I Critical Reading (Verbal)
- SAT I Writing
- ACT Composite
- GPA (not applicable for entering students)

* The residuals that inform these levels are from an OLS regression of CLA scores on EAA scores, across all schools. Roughly 20% of students (within class) fall into each performance level.

As a next step forward, we encourage institutions to communicate their CLA results with various campus constituencies. Additional recommended steps include linking student-level CLA results with other data sources, staying engaged and informed through CLA web conferences, and participating in CLA Education offerings.

Student-level CLA results are provided for you to link to other data sources (e.g., course-taking patterns, grades, portfolios, student satisfaction and engagement surveys, content-specific tests, etc.). These internal analyses can help you generate hypotheses for additional research, which you can pursue through CLA in-depth sampling (e.g., of programs or colleges within your campus) in subsequent years or simultaneously.

We also encourage you to find ways to align teaching, learning, and assessment efforts at your institution. One way to do that is to participate in the programming of CLA Education, which complements CLA Assessment. CLA Education focuses on curriculum and pedagogy, and embraces the crucial role that faculty can play in connecting classroom practice and institution-wide assessment.

The flagship program of CLA Education is the Performance Task Academy series, which shifts the focus from general assessment to the course-level work of faculty members. This series of hands-on training workshops provides opportunities for faculty members to receive guidance in creating their own performance tasks, building rubrics, and developing pedagogical practices to encourage the development of higher-order skills. For more information, visit www.claintheclassroom.org.

Through the steps noted above we encourage institutions to move toward a continuous system of improvement stimulated by the CLA. Without your contributions, the CLA would not be on the exciting path that it is today. We look forward to your continued involvement!

council for aid to education

1 Your School

Table 1 presents summary statistics for your school: numbers of freshmen tested, mean scores, mean score percentile ranks relative to other schools, 25th and 75th percentile scores, and standard deviations.

	Number of Freshmen	Mean Score	Percentile Rank*	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	105	995	28	896	1089	128
Performance Task	53	979	21	888	1063	115
Analytic Writing Task	52	1012	33	925	1122	138
Make-an-Argument	52	1015	35	961	1132	161
Critique-an-Argument	54	1008	34	901	1125	156
EAA**	107	894	11	800	1000	153

2 All CLA Schools

Table 2 presents statistics for all CLA schools.

	Number of Schools	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	169	1048	991	1110	93
Performance Task	167	1048	985	1117	98
Analytic Writing Task	169	1048	995	1106	89
Make-an-Argument	169	1047	997	1110	96
Critique-an-Argument	169	1046	987	1102	88
EAA**	169	1031	968	1094	110

3 Student Sample Summary

Table 3 summarizes the student sample used to populate Tables 1 and 2. Percentages may not sum to 100% due to rounding.

|		Your Freshman Sample Size	Your Freshman Percentage	Average Percentage Across Schools
Transfer Status	Transfer Students***	0	0	
	Non-Transfer Students	105	100	
Gender	Male	37	35	38
	Female	67	64	61
	Decline to State	1	1	1
Primary Language	English	56	53	87
	Other	49	47	13
Field of Study	Sciences and Engineering	14	13	22
	Social Sciences	10	10	12
	Humanities and Languages	7	7	11
	Business	9	9	12
	Helping / Services	37	35	26
	Undecided / Other / N/A	28	27	17
Race / Ethnicity	American Indian / Alaska Native	1	1	1
	Asian / Pacific Islander	10	10	7
	Black, Non-Hispanic	6	6	14
	Hispanic	66	63	15
	White, Non-Hispanic	20	19	59
	Other	1	1	3
	Decline to State	1	1	2
Parent Education	Less than High School	35	33	6
	High School	28	27	23
	Some College	23	22	24
	Bachelor's Degree	11	10	28
	Graduate or Professional Degree	8	8	20

* Refer to Section 8 of the Fall 2011 CLA Overview for the percentile rank lookup tables.

** Entering Academic Ability (EAA) represents SAT Math + Verbal, ACT Composite, or Scholastic Level Exam (SLE) scores reported on the SAT scale.

*** Average percentages across schools are not reported by transfer status because institutions do not necessarily define freshmen transfers the same.

4   Distribution of Subscores

Figure 4 displays the distribution of your students' performance in the subscore categories of Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving. The numbers on the graph correspond to the percentage of *your* students that performed at each score level. The distribution of subscores across *all* schools is presented for comparative purposes. The score levels range from 1 to 6. Note that the graphs presented are not directly comparable due to potential differences in difficulty among task types and among subscores. For example, it may be more difficult to obtain a high score in Writing Effectiveness on the Performance Task than it is on the Make-an-Argument. Within a task, it may be easier to obtain a high Writing Mechanics score than it is to obtain a high Analytic Reasoning and Evaluation score. See the *Diagnostic Guidance* and *Scoring Criteria* sections of the Fall 2011 CLA Overview for more details on the interpretation of subscore distributions.
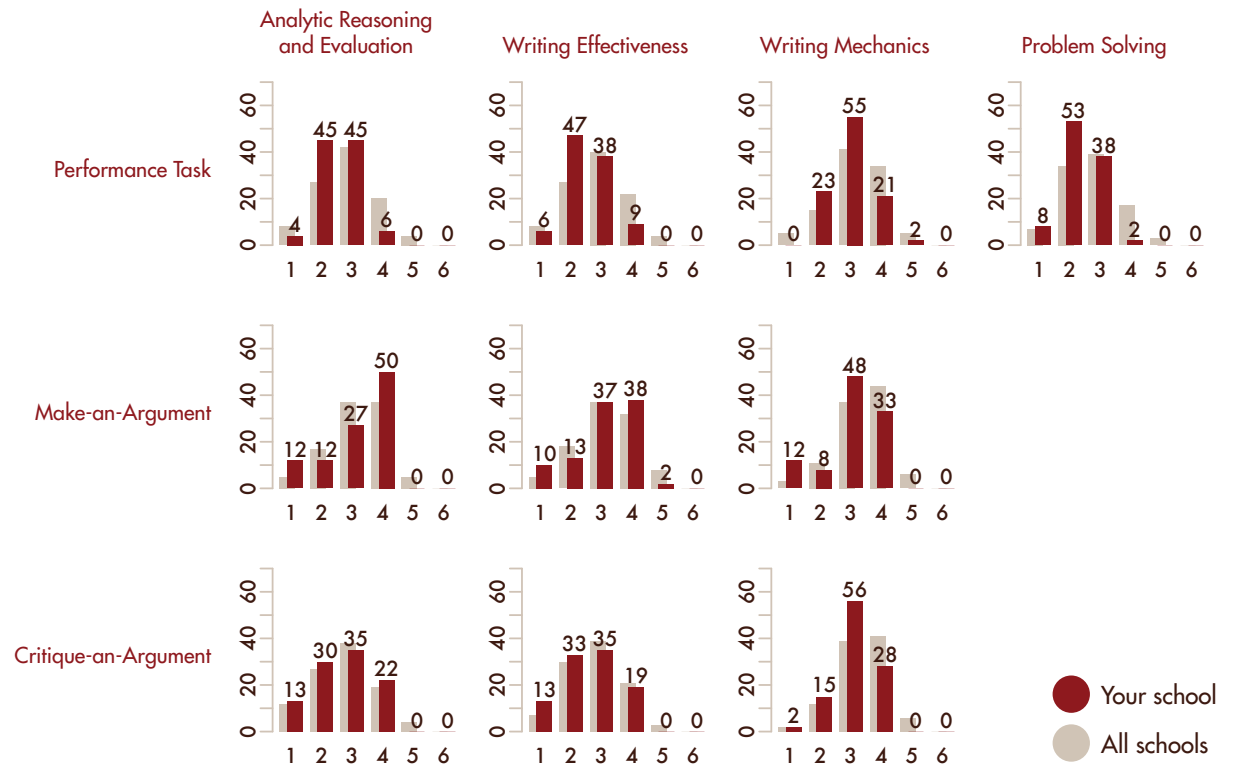
5   Summary Subscore Statistics

Table 5 presents the mean and standard deviation for each of the subscores across CLA task types—for your school and all schools.

		Analytic Reasoning and Evaluation		Writing Effectiveness		Writing Mechanics		Problem Solving	
		Your School	All Schools	Your School	All Schools	Your School	All Schools	Your School	All Schools
Performance Task	Mean	2.5	2.9	2.5	2.9	3.0	3.2	2.3	2.7
	Standard Deviation	0.7	0.8	0.7	0.9	0.7	0.8	0.6	0.8
Make-an-Argument	Mean	3.2	3.2	3.1	3.2	3.0	3.4		
	Standard Deviation	1.0	0.8	1.0	0.9	0.9	0.8		
Critique-an-Argument	Mean	2.7	2.8	2.6	2.8	3.1	3.4		
	Standard Deviation	1.0	0.9	0.9	0.8	0.7	0.8		