

Lastname, Firstname M  
Student ID:123456

Test: **HEIghten® Intercultural Competency & Diversity**  
Test Date: 05/12/2018  
Institution: University Name

**ANALYZE & ACT**

The ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and stereotyped thinking and to translate thought into action while maintaining control in potentially challenging and stressful situations.

**YOUR SCORE**

▶ **168**  
on a scale of 150 to 180  
▶ **Level: Proficient**  
▶ **74th Percentile**



**AVERAGE SCORE**  
of all students who took  
this assessment from  
2017–2018.



150	DEVELOPING (150–157)	158	PROFICIENT (158–174)	175	ADVANCED (175–180)	180			
<p><b>In responding to descriptions of interactions with culturally different others, test takers at this level are:</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>Not very</b> aware of/able to identify:</p> <ul style="list-style-type: none"> <li>the impact of their own culture, values, preferences and previous experiences on their cognitive, emotional and behavioral responses</li> <li>how certain behaviors or actions may be interpreted by other people</li> <li>how nonverbal behaviors or cues may signal certain feelings, thoughts or intentions</li> <li>others' responses to their own actions and signals</li> <li>others' physical, verbal and nonverbal behaviors and cues during a social interaction</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Moderately</b> aware of/able to identify:</p> <ul style="list-style-type: none"> <li>others' potential viewpoints</li> <li>how preconceived judgments and stereotyped thinking can interfere with information processing</li> <li>how to use declarative cultural knowledge to enhance interactions (with culturally different others)</li> <li>the importance of monitoring and revising personal behavior to engage in culturally appropriate behavior and to avoid culturally inappropriate behavior</li> <li>the importance of monitoring and revising emotions in an automatic or controlled manner</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Highly</b> aware of/able to identify:</p> </td> </tr> </table>							<p><b>Not very</b> aware of/able to identify:</p> <ul style="list-style-type: none"> <li>the impact of their own culture, values, preferences and previous experiences on their cognitive, emotional and behavioral responses</li> <li>how certain behaviors or actions may be interpreted by other people</li> <li>how nonverbal behaviors or cues may signal certain feelings, thoughts or intentions</li> <li>others' responses to their own actions and signals</li> <li>others' physical, verbal and nonverbal behaviors and cues during a social interaction</li> </ul>	<p><b>Moderately</b> aware of/able to identify:</p> <ul style="list-style-type: none"> <li>others' potential viewpoints</li> <li>how preconceived judgments and stereotyped thinking can interfere with information processing</li> <li>how to use declarative cultural knowledge to enhance interactions (with culturally different others)</li> <li>the importance of monitoring and revising personal behavior to engage in culturally appropriate behavior and to avoid culturally inappropriate behavior</li> <li>the importance of monitoring and revising emotions in an automatic or controlled manner</li> </ul>	<p><b>Highly</b> aware of/able to identify:</p>
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**APPROACH**

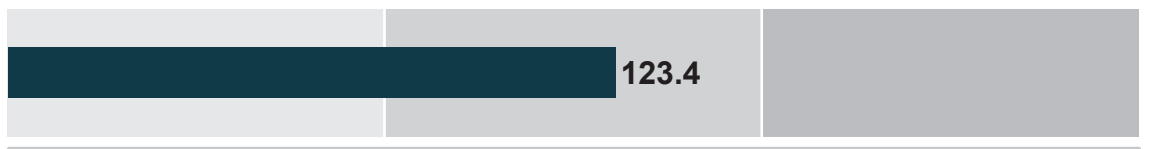
The overall positivity with which an individual views and responds to cross-cultural interactions. Scores on the Approach dimension reflect a test taker's view of themselves. Based on self-reported reactions to hypothetical situations, a test taker's score falls into one of three groups (Low, Neutral or High).  
*Note: Scores may not reflect how individuals will actually respond or perform in real-world situations.*

**YOUR SCORE**

▶ **125**  
on a scale of 90 to 150  
▶ **NEUTRAL**



**AVERAGE SCORE**  
of all students who took  
this assessment from  
2017–2018.



90	LOW	105	NEUTRAL	132	HIGH	150
<p><b>View themselves as not very capable of:</b></p> <ul style="list-style-type: none"> <li>adapting to and navigating cross-cultural environments</li> <li>communicating with and understanding the intentions and viewpoints of culturally different others</li> </ul> <p><b>View themselves as moderately capable of:</b></p> <ul style="list-style-type: none"> <li>facing/dealing with ambiguous circumstances or situations that do not have clear outcomes</li> <li>responding to cross-cultural interactions in a positive way</li> </ul> <p><b>View themselves as very capable of:</b></p>						

See [www.ets.org/heighten/icdproficiency](http://www.ets.org/heighten/icdproficiency) for complete descriptions of the Analyze/Act and Approach levels.

For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.