

**Name of Institution**

City, State  
Country  
Test: **HEIghten® Written Communication Assessment**

**REPORTING GROUP:**

Cohort: 2014 Seniors  
Close Date: 08/12/2016  
Students Tested: 1,345  
Records Excluded: 34  
Students Included in Report: 1,311  
*(See bottom of report to view filters applied.)*

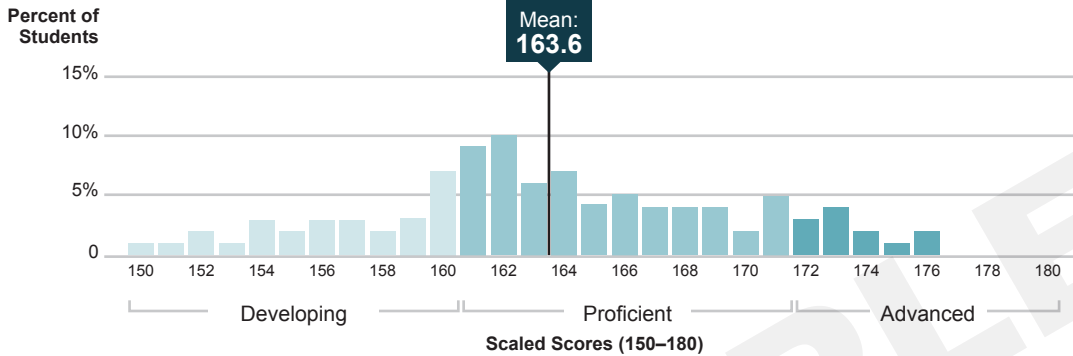
**COMPARISON GROUP:**

Comparison Group: Four-Year Institutions  
Institutions: 35  
Students Included in Report: 2,500

**INDIVIDUAL STUDENTS' OVERALL SCALED SCORES**

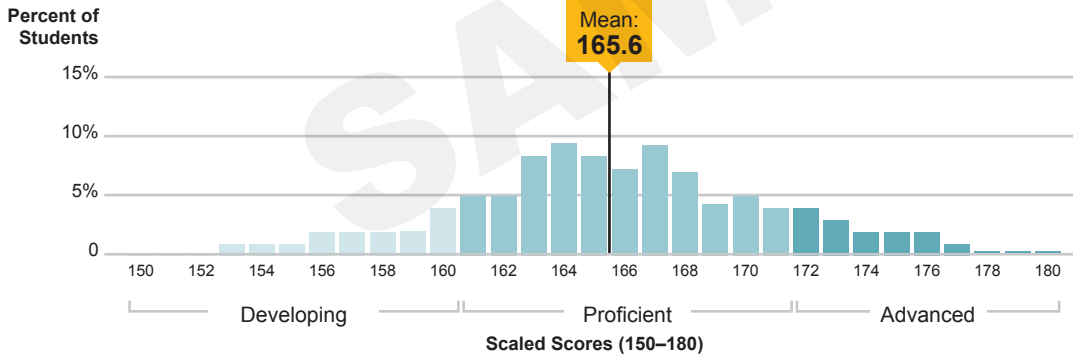
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

**REPORTING GROUP**



Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

**COMPARISON GROUP**



**PROFICIENCY LEVEL DESCRIPTIONS**

**DEVELOPING (150–160)**

A typical student at the **developing** level may:

- not consistently use or recognize the use of appropriate information from source texts
- be unable to represent a source's meaning with accuracy
- have difficulty developing ideas or recognizing the development of ideas
- struggle to present ideas or recognize the presentation of ideas
- have difficulty composing or revising text to be generally free of errors

**PROFICIENT\* (161–171)**

A typical student at the **proficient** level has demonstrated the ability to:

- use or recognize the use of appropriate information from source texts
- represent a source's meaning with general accuracy
- develop ideas or recognize the development of ideas
- present ideas or recognize the presentation of ideas
- compose or revise text to be generally free of errors

**ADVANCED\* (172–180)**

A typical student at the **advanced** level has demonstrated the ability to:

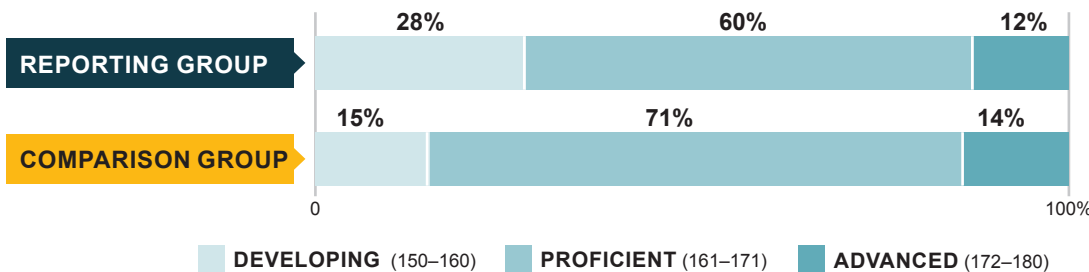
- use or recognize the use of appropriate information from source texts to convincingly support ideas
- represent a source's meaning with accuracy
- fully develop ideas or recognize the full development of ideas
- effectively present ideas or recognize the effective presentation of ideas
- compose or revise text to be free of all but minor errors

\* To qualify as Proficient or Advanced, test takers must also earn a minimum essay score of 6.

See [www.ets.org/heighten/wcproficiency](http://www.ets.org/heighten/wcproficiency) for the complete descriptions.

**PROFICIENCY LEVELS**

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



**Report Filters**

Major: All | Class Level (Credit Hours): All | Gender: All | Response Time Indicator: Not Applied

Report excludes students who complete fewer than XX% of the questions. See roster for list of students.

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>.

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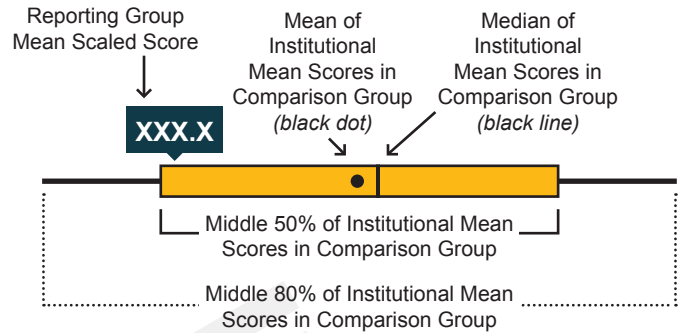
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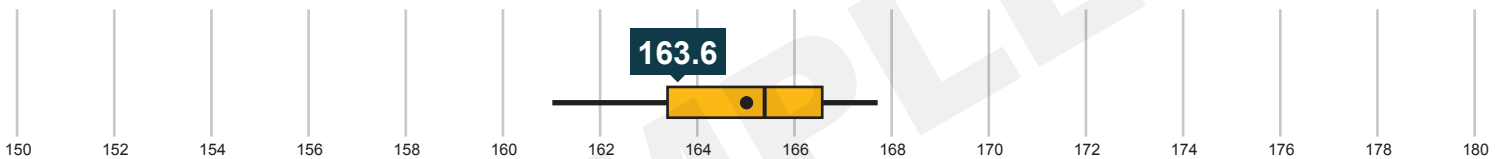
**INSTITUTIONS' OVERALL SCALED SCORE AND SUBSCORE MEANS**

The chart below enables you to compare the mean scaled scores for your Reporting Group with the mean scaled scores of the institutions in the Comparison Group.

The number in the dark rectangle is the mean scaled score of your Reporting Group. The figure below it is a "box-and-whisker" graph of the mean scores of the institutions in the Comparison Group. The yellow bar (the "box") shows the range of the middle 50% of the institutions. The black horizontal lines (the "whiskers") extend to the range of the middle 80%. The vertical line through the box indicates the median — the point that separates the upper half of the institutions from the lower half. The black dot indicates the mean of the institutions' mean scores.

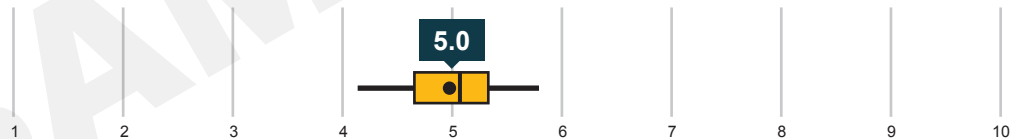


**OVERALL SCALED SCORES (Scale of 150–180)**

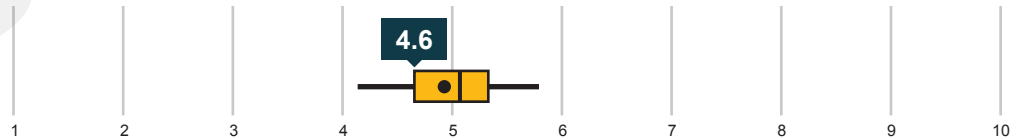


**SUBSCORES (Scale of 1–10)**

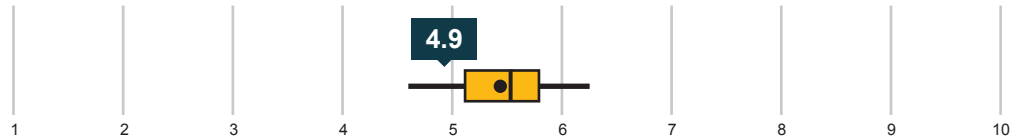
**Knowledge of Social and Rhetorical Situations**



**Knowledge of Conceptual Strategies**



**Knowledge of Language Use and Conventions**



**DIRECT WRITING MEASURE (Scale of 0–12)**

The Direct Writing Measure requires students to compose an original response that adopts and defends a position on the claim presented in a passage.

To see the scoring rubric for the Direct Writing Measure, please go to: [www.ets.org/heighen/scores](http://www.ets.org/heighen/scores).

**REPORTING GROUP**



**COMPARISON GROUP**



**Report Filters**

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