

## Norfolk State University

Norfolk, VA  
USA

Test: HEIghten® Critical Thinking Assessment

### REPORTING GROUP:

Cohort: Spring 2019 Critical Thinking  
Close Date: 5/24/2019  
Students Tested: 216  
Records Excluded: 5  
Students Included in Report: 211  
(See bottom of report to view filters applied)

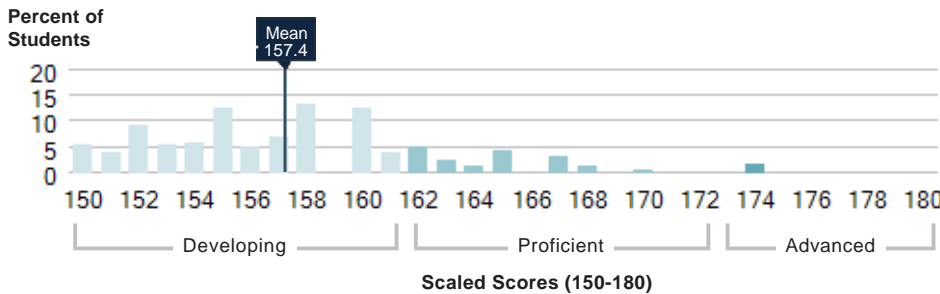
### COMPARISON GROUP:

Comparison Group: All Institutions  
Institutions: 90  
Students Included in Report: 25,936

## INDIVIDUAL STUDENTS' OVERALL SCALED SCORES

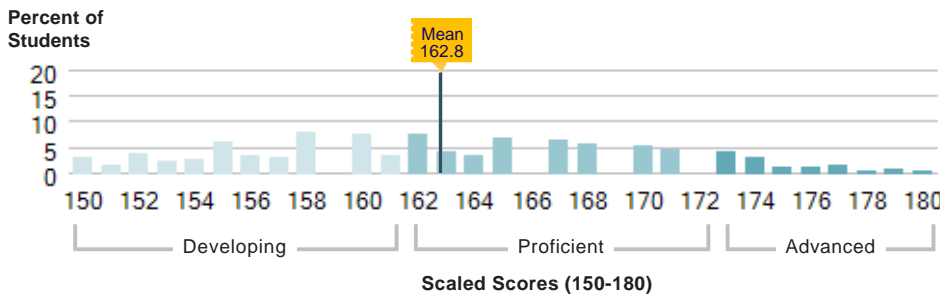
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

### REPORTING GROUP



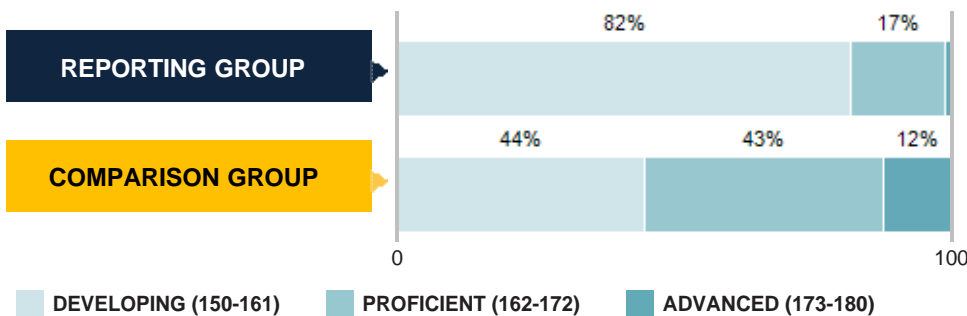
Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

### COMPARISON GROUP



## PROFICIENCY LEVELS

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



When a reporting group proficiency level is less than 6%, the percent value will not display. If the proficiency level information cannot be determined using the chart, administrators may calculate the percentages using the data download report.

## PROFICIENCY LEVEL DESCRIPTIONS

### DEVELOPING (150-161)

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

- make inferential connections between two explicitly related points
- follow the logic of an explicitly structured argument
- mistake evidence that is broadly related to a topic for evidence that is relevant to a specific assertion
- identify evidence that directly supports or undermines a claim
- have difficulty distinguishing causation from correlation

### PROFICIENT (162-172)

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

- make inferential connections
- follow the logic of an argument
- understand logical relationships between assertions/arguments and supporting information
- identify implicit assumptions and evidence that supports or undermines a claim
- distinguish causation from correlation

### ADVANCED (173-180)

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

- extrapolate implications
- describe the logic of complex arguments
- understand subtle logical relationships between assertions/arguments and supporting information
- identify needed evidence and implicit assumptions
- identify possible alternative causes or explanations

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

### Report Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% 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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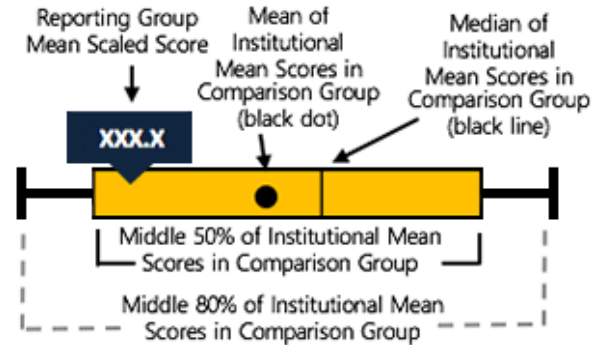
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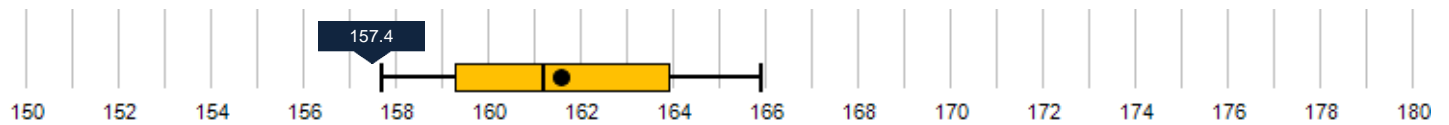
**INSTITUTIONS' OVERALL SCALED SCORE AND SUBSCORE MEANS**

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)**



Report Filters

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