ccla

City University of New York, Community Colleges

Your 2012-2013 results consist of two components:

- CCLA Report and Appendices
- CCLA Student Data File

Report

The report introduces readers to the CCLA and its methodology, presents your results, and offers guidance on interpretation and next steps.

Appendices

The report appendices offer more detail on CCLA tasks, scoring and scaling, and the Student Data File.

Student Data File

Your Student Data File was distributed separately as a password-protected Excel file. Your Student Data File may be used to link with other data sources and to generate hypotheses for additional research.

Assessing Higher-Order Skills

The Community College Learning Assessment (CCLA) is a major initiative of the Council for Aid to Education. Along with its four-year institution counterpart, the Collegiate Learning Assessment (CLA), the CCLA 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 or CCLA to date.

The institution—not the student—is the primary unit of analysis. The CCLA 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 CCLA with learning results at similarly selective institutions.

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

The continuous improvement model requires multiple indicators beyond the CCLA because no single test can serve as the benchmark for all student learning in higher education. There are, however, certain skills deemed to be important by most faculty and administrators across virtually all institutions; indeed, the higher-order skills the CCLA focuses on fall into this category.

The signaling quality of the CCLA 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 CCLA is not about ranking institutions. Rather, it is about highlighting differences between them that can lead to improvements. The CCLA 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.

CCLA Methodology

The Community College Learning Assessment (CCLA) uses constructed-response tasks to measure your students' performance reflecting the following higher-order skills: Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving. Community college students receive the same tasks as students at four-year CLA institutions.

Your CCLA Institutional Report presents your institution's results from multiple perspectives. The sample of students included for all analyses are those with Entering Academic Ability (EAA) scores* and the appropriate class standing.

We provide unadjusted performance information for both entering and exiting students, including sample size, means (averages), standard deviations (a measure of the variation in the sample), and 25th and 75th percentile scores. These are presented for a total CCLA

score, Performance Task, Analytic Writing Task, Make-an-Argument, Critique-an-Argument, and EAA.

We calculate these unadjusted statistics for your school as well as across all participating community colleges at both the school and student levels. For additional context, your institutional report also provides the unadjusted summary statistics across all four-year colleges and universities.

Estimates of growth on the CCLA tasks are presented in the form of school-specific effect sizes. Effect sizes show the standardized differences in CCLA scores between your entering and exiting students, using your school's standard deviation for entering students. An effect size of 0 indicates no difference between entering and exiting students. Positive effect sizes indicate that scores of exiting students are higher than those of entering students, with larger effect sizes corresponding to larger score

differences. Effect sizes of greater than 0.50 are generally considered large.

This report, like your interim fall report, also includes additional subscores in the categories of Analytic Reasoning and Evaluation, Writing Mechanics, Writing Effectiveness, and Problem Solving. Note that in contrast to the fall report, where subscore reference distributions were from all CLA institutions, the reference distributions in this report only refer to CCLA institutions because your seniors are not directly comparable to seniors at (four-year) CLA institutions.

Moving forward, we will continue to employ methodological advances to maximize the accuracy and reliability of our estimates. We will also continue developing ways to heighten the value of CCLA results for the improvement of teaching and learning.

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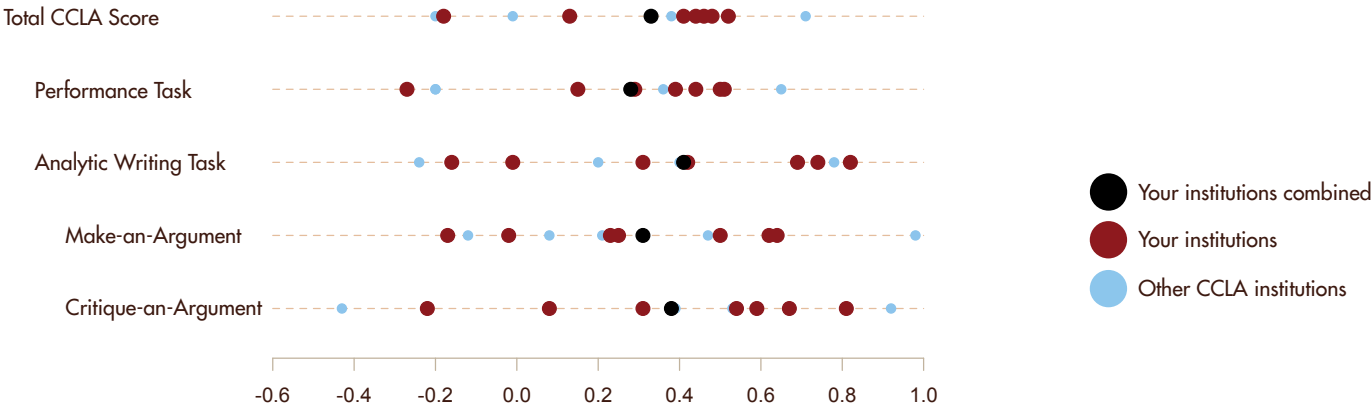
Growth Estimates

Table 3.1 shows growth estimates for your institution. In particular, the effect sizes show the differences in CCLA scores between your entering and exiting students, standardized using your school's standard deviation for entering students. An effect size of 0 indicates no difference between entering and exiting students. Positive effect sizes indicate that scores of exiting students are higher than those of entering students, with larger effect sizes corresponding to larger score differences. In the tables in this section, results are shown only for students with EAA scores. Due to the small sample of community colleges that tested both entering and exiting students in 2012-13, please apply caution when drawing conclusions about your school's performance relative to other institutions in the tables below.

Figure 3.2 shows how your institution's effect sizes compare with those of other CCLA schools.

3.1   Growth Estimates

	Mean CCLA Score (Entering)	Mean CCLA Score (Exiting)	CCLA Score Difference	Standard Deviation (Entering)	Effect Size
Total CCLA Score	960	1010	50	150	0.33
Performance Task	952	996	44	160	0.28
Analytic Writing Task	969	1026	57	139	0.41
Make-an-Argument	961	1011	50	159	0.31
Critique-an-Argument	976	1039	63	167	0.38

3.2   Effect Sizes

Legend:
- Your institutions combined (black)
- Your institutions (dark red)
- Other CCLA institutions (light blue)

Performance by Entering Students

Table 3.3 shows the performance of entering students tested at your institution. For comparison, Table 3.4 shows school-level performance of entering students across all participating CCLA schools, and Table 3.5 shows student-level performance of entering students across all participating CCLA schools. Note that the unit of analysis is schools in Table 3.4 and students in Table 3.5.

3.3 Entering Students You Tested

	Number of Students	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CCLA Score	636	960	851	1061	150
Performance Task	331	952	837	1061	160
Analytic Writing Task	305	969	891	1059	139
Make-an-Argument	305	961	869	1094	159
Critique-an-Argument	305	976	873	1091	167
EAA	636	853	776	920	105

3.4 CCLA Schools Testing Entering Students

	Number of Schools	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CCLA Score	15	963	932	998	64
Performance Task	15	956	918	993	74
Analytic Writing Task	15	971	911	1005	57
Make-an-Argument	15	961	903	999	58
Critique-an-Argument	15	975	923	1000	62
EAA	15	880	864	913	42

3.5 Entering Students Tested at CCLA Schools

	Number of Students	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CCLA Score	1290	955	838	1059	151
Performance Task	675	944	831	1057	159
Analytic Writing Task	615	967	868	1068	141
Make-an-Argument	626	957	848	1094	168
Critique-an-Argument	626	970	840	1091	164
EAA	1312	880	811	947	106

Performance by Exiting Students

Table 3.6 shows the performance of exiting students tested at your institution. For comparison, Table 3.7 shows school-level performance of exiting students across all participating CCLA schools, and Table 3.8 shows student-level performance of exiting students across all participating CCLA schools. Note that the unit of analysis is schools in Table 3.7 and students in Table 3.8.

3.6 Exiting Students You Tested

	Number of Students	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CCLA Score	560	1010	896	1113	155
Performance Task	293	996	888	1109	164
Analytic Writing Task	267	1026	931	1122	142
Make-an-Argument	267	1011	918	1129	150
Critique-an-Argument	267	1039	903	1125	171
EAA	560	875	811	947	97

3.7 CCLA Schools Testing Exiting Students

	Number of Schools	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CCLA Score	14	1017	992	1052	47
Performance Task	14	1003	968	1036	51
Analytic Writing Task	14	1032	995	1056	48
Make-an-Argument	14	1010	980	1037	42
Critique-an-Argument	14	1048	1023	1084	52
EAA	14	907	864	952	48

3.8 Exiting Students Tested at CCLA Schools

|	Number of Students	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CCLA Score	1119	1021	900	1127	163
Performance Task	580	1007	888	1113	172
Analytic Writing Task	539	1035	931	1138	152
Make-an-Argument	547	1013	898	1132	173
Critique-an-Argument	544	1051	952	1154	176
EAA	1132	911	845	981	106

Student Sample Summary

	Number of Entering Students	Entering Student Percentage	Average Entering Student Percentage Across Schools	Number of Exiting Students	Exiting Student Percentage	Average Exiting Student Percentage Aross Schools
Transfer						
Transfer Students				0	0	1
Non-Transfer Students				560	100	99
Gender						
Male	255	40	43	229	41	40
Female	380	60	57	324	58	59
Decline to State	1	0	0	7	1	1
Primary Language						
English Primary Language	378	59	66	318	57	65
Other Primary Language	258	41	34	242	43	35
Field of Study						
Sciences and Engineering	88	14	17	104	19	25
Social Sciences	35	6	5	26	5	5
Humanities and Languages	155	24	16	146	26	17
Business	79	12	19	84	15	14
Helping / Services	207	33	28	155	28	29
Undecided / Other / N/A	72	11	16	45	8	10
Race / Ethnicity						
American Indian / Alaska Native	4	1	1	3	1	1
Asian / Pacific Islander	68	11	13	86	15	14
Black, Non-Hispanic	201	32	22	159	28	19
Hispanic	238	37	25	172	31	24
White, Non-Hispanic	44	7	24	42	8	28
Other	60	9	10	70	13	10
Decline to State	21	3	6	28	5	4
Parent Education						
Less than High School	98	15	12	80	14	11
High School	264	42	33	194	35	29
Some College	161	25	24	193	34	32
Bachelor's Degree	69	11	19	62	11	18
Graduate or Professional Degree	44	7	11	31	6	10

Subscore Distributions

Figures 3.10 and 3.12 display 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 CCLA* institutions is presented for comparative purposes. Note that this differs from the interim fall report, where the reference distributions included all CLA schools, not just CCLA institutions. 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 subscore categories. See *Diagnostic Guidance* and *Scoring Criteria* for more details on the interpretation of subscore distributions. Tables 3.11 and 3.13 present the mean and standard deviation of each of the subscores across CCLA task types—for your school and all schools.

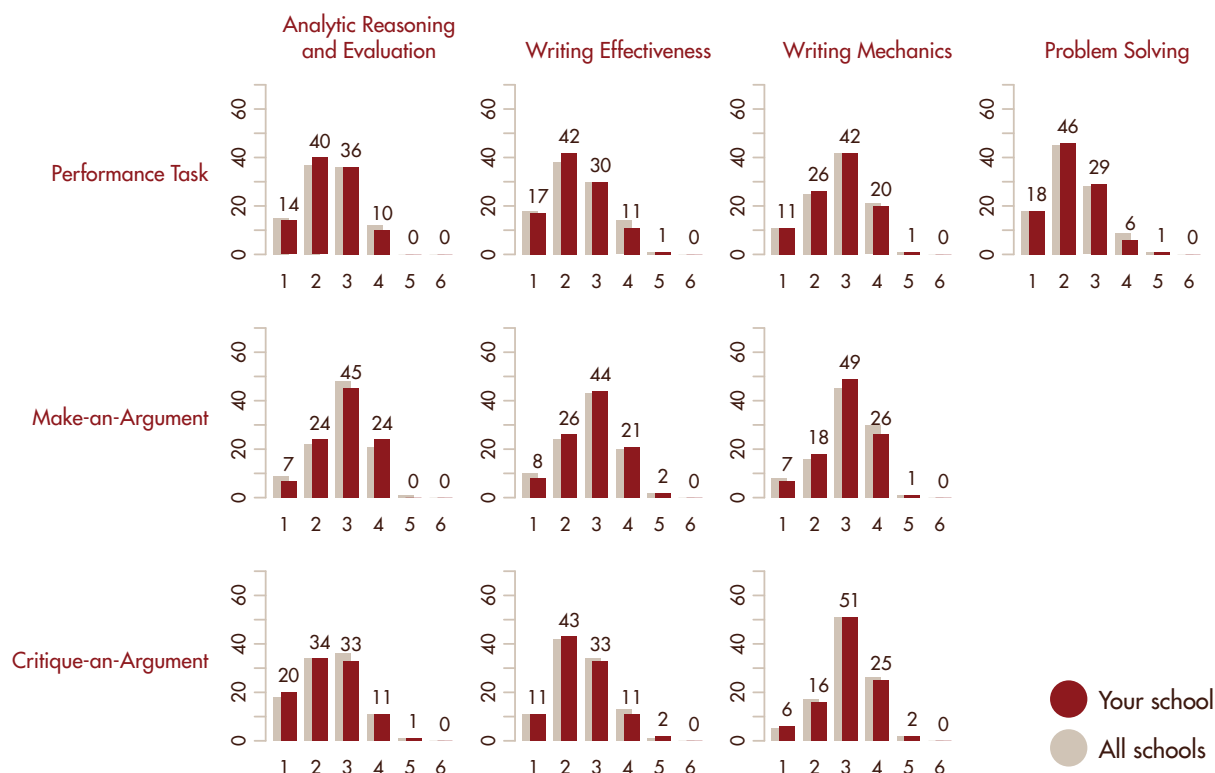### 3.10 Exiting Students: Distribution of Subscores
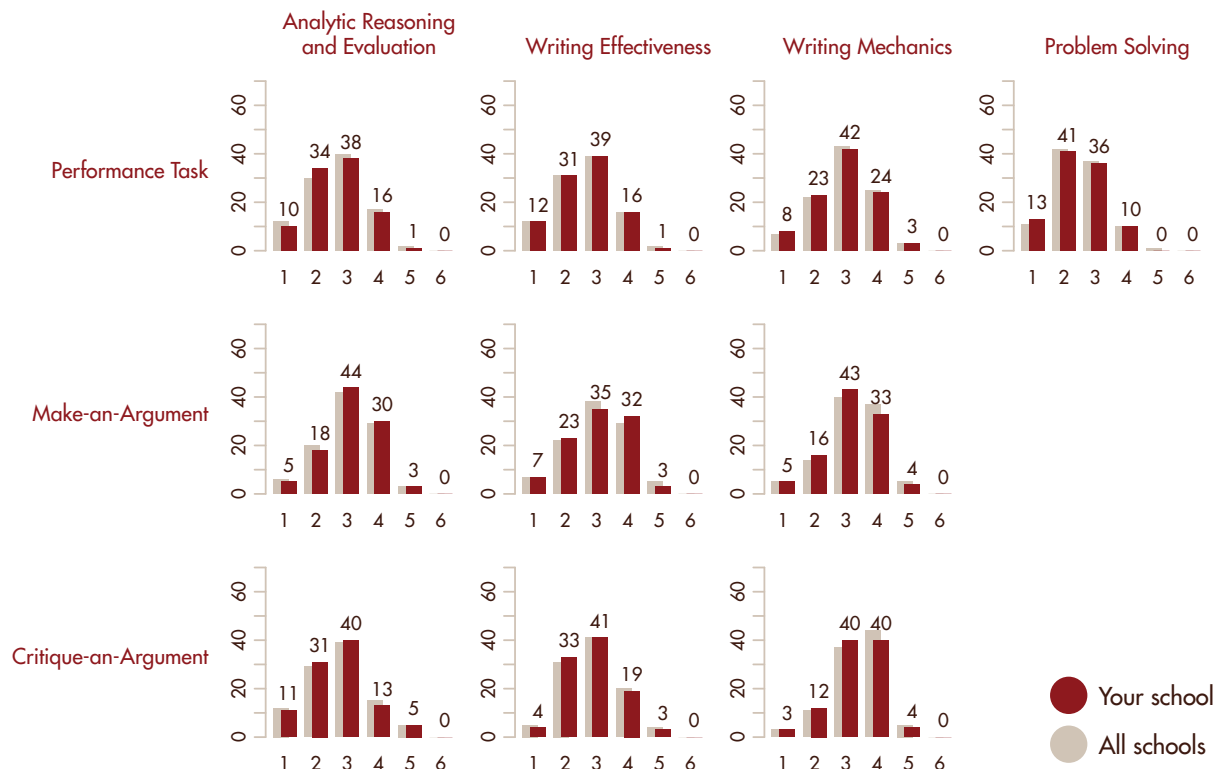
3.11 Exiting Students: Summary Subscore Statistics

		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	2.6	2.7	2.6	2.7	2.9	3.0	2.4	2.5
	Standard Deviation	0.9	0.9	0.9	0.9	1.0	0.9	0.8	0.8
Make-an-Argument	Mean	3.1	3.1	3.0	3.0	3.2	3.3		
	Standard Deviation	0.9	0.9	1.0	1.0	0.9	0.9		
Critique-an-Argument	Mean	2.7	2.7	2.8	2.9	3.3	3.4		
	Standard Deviation	1.0	1.0	0.9	0.9	0.9	0.8		

3.12 Entering Students: Distribution of Subscores

Distribution of subscores for Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving across Performance Task, Make-an-Argument, and Critique-an-Argument.

Legend: Your school, All schools

3.13 Entering Students: Summary Subscore Statistics

		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	2.4	2.4	2.4	2.4	2.7	2.8	2.3	2.3
	Standard Deviation	0.9	0.8	0.9	0.9	0.9	0.9	0.8	0.8
Make-an-Argument	Mean	2.9	2.8	2.8	2.8	3.0	3.0		
	Standard Deviation	0.9	0.8	0.9	0.9	0.9	0.8		
Critique-an-Argument	Mean	2.4	2.4	2.5	2.5	3.0	3.0		
	Standard Deviation	1.0	0.9	0.9	0.8	0.9	0.8		

Performance Distributions

For additional context, Tables 4.1 and 4.2 show the distribution of performance on the CLA for four-year colleges and universities. Note that the unit of analysis in both tables is schools, not students.

Seniors
4.1

	Number of Schools	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	155	1162	1122	1220	81
Performance Task	154	1162	1118	1222	91
Analytic Writing Task	154	1163	1119	1210	79
Make-an-Argument	154	1144	1094	1195	80
Critique-an-Argument	154	1178	1130	1231	85
EAA	155	1062	993	1127	105

Freshmen
4.2

	Number of Schools	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	161	1055	989	1115	89
Performance Task	161	1050	991	1113	97
Analytic Writing Task	161	1060	997	1117	86
Make-an-Argument	161	1059	1006	1114	88
Critique-an-Argument	161	1056	988	1112	89
EAA	161	1039	964	1112	112

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.

CCLA Schools

Arizona Western College
Cecil College
City University of New York, Community
    Colleges
Collin College
Colorado Mountain College
CUNY - Borough of Manhattan Community
    College
CUNY - Bronx Community College
CUNY - Hostos Community College
CUNY - Kingsborough Community College
CUNY - LaGuardia Community College
CUNY - Medgar Evers College
CUNY - Queensborough Community College
Fanshawe College of Applied Arts and
    Technology, Health Science Program
Howard Community College
Truckee Meadows Community College

CLA Schools

Alaska Pacific University
Albion College
Amherst College
Ashland University
Auburn University
Augsburg College
Augustana College (SD)
Barton College
Bellarmine University
Beloit College
Bluefield State College
Bowling Green State University
Bradley University
Brigham Young University - Idaho
Buena Vista University
Buffalo State College - SUNY
California Maritime Academy
California State Polytechnic University, Pomona
California State Polytechnic University, San Luis
    Obispo
California State University System
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
Centenary College
Centenary College of Louisiana
Central Michigan University
Chatham University
City University of New York, 4-Year Colleges
Clarke University
College of Saint Benedict and Saint John's
    University
Colorado Mountain College, Bachelors Program
Colorado State University
Concord University
CUNY - Baruch College
CUNY - Brooklyn College
CUNY - College of Staten Island
CUNY - Hunter College
CUNY - John Jay College of Criminal Justice
CUNY - Lehman College
CUNY - New York City College of Technology
CUNY - Queens College
CUNY - The City College of New York
CUNY - York College
Dillard University
Eckerd College
Emory & Henry College
Emporia State University
Fairmont State University
Fayetteville State University
Flagler College
Florida International University Honors College
Florida State University
Fort Hays State University
Gordon College
Grand Canyon University
Hardin-Simmons University
Hastings College
Humboldt State University
Illinois College
Indiana University of Pennsylvania
Indiana Wesleyan University, Department of
    Psychology
Jacksonville State University

Jamestown College
Johnson & Wales University
Kalamazoo College
Kent State University
King's College
LaGrange College
Lewis University
Loyola University New Orleans
Luther College
Lynchburg College
Lynn University
Macalester College
Marshall University
McMurry University
Mercer University
Morgan State University
Nevada State College
New York University, Abu Dhabi
Newman University
Northern Illinois University
Nyack College
Ouachita Baptist University
Our Lady of the Lake University
Pacific Lutheran University
Pittsburg State University
Presbyterian College
Quest University
Randolph-Macon College
Robert Morris University
Rockford College
Saginaw Valley State University
Saint Anselm College
Saint Xavier University
San Diego State University
San Francisco State University
San Jose State University
Seton Hill University
Shepherd University
Slippery Rock University
Sonoma State University
Southern Oregon University
Southwestern University
St. Olaf College
Sul Ross State University
SUNY College of Technology at Canton
Texas A&M University-Kingsville
Texas State University-San Marcos
The Citadel
The College of Idaho
The College of St. Scholastica

The Richard Stockton College of New Jersey

The Sage Colleges

The University of Toledo

Transylvania University

Truman State University

University of Bridgeport

University of Evansville

University of Great Falls

University of Hartford

University of Hawaii at Hilo College of Business
    and Economics

University of Houston-Downtown

University of Missouri-St. Louis

University of Ottawa

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 Texas System

University of the Ryukyus, Department of
    Languages and Cultures

University of the Virgin Islands

University of Vermont

University of Windsor, Faculties of Nursing, Arts
    & Social Science, and Engineering

Weber State University

West Liberty University

West Virginia State Colleges and Universities

West Virginia University

Western Governors University

Western Washington University

Westminster College (MO)

Westminster College (UT)

Wichita State University

Wichita State University (School of Engineering)

William Peace University

Winston-Salem State University

Wisconsin Lutheran College

Wyoming Catholic College

CWRA Schools

Akins High School

Albemarle High School

Anson New Tech High School

Asheville School

Barrie School

Bayside High School

Bosque School

Brimmer and May School

Brooks School

Catalina Foothills High School

Collegiate School

Colorado Academy

Colorado Rocky Mountain School

Crystal Springs Uplands School

Culver Academies

Currey Ingram Academy

Da Vinci Charter Academy

Eagle Rock School

First Colonial High School

Floyd Kellam High School

Fountain Valley School of Colorado

Frank W. Cox High School

Friends School of Baltimore

Gilmour Academy

Graettinger-Terril High School

Green Run High School

Greensboro Day School

Hebron Academy

Heritage Hall

Hillside New Tech High School

Illinois Mathematics and Science Academy

Jefferson Forest High School

Kempsville High School

Kimball Union Academy

Lake Forest Academy

Lake Highland Preparatory School

Landstown High School

Le Jardin Academy

Los Angeles School of Global Studies

Maryknoll School

Math, Engineering, Technology, and Science
    Academy

McKinley Academy

Mead High School

Mead School District

Metairie Park Country Day School

Mid-Pacific Institute

Monticello High School

Moorestown Friends School

Moses Brown School

Mount Vernon Presbyterian School

Mt. Spokane High School

Murray High School

Nanakuli High and Intermediate School

Napa New Tech High School

National Association of Independent Schools

New Tech Network

Newell-Fonda High School

Ocean Lakes High School

Palisades High School

Prairie Lakes Area Education Agency

Princess Anne High School

Ramsey High School

Reading Memorial High School

Regional School Unit 13

Renaissance Academy

Riverdale Country School

Sacramento New Tech High School

Sacred Hearts Academy

Salem Academy

Salem High School

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

Takatuf Scholars

Tallwood High School

Tech Valley High School

Tesseract School

The Haverford School

The Hotchkiss School

The Hun School of Princeton

The Lovett School

The Taft School

The Webb School

Traverse Bay Area Intermediate School District

Upper Arlington High School

Virginia Beach School District

Waianae High School

Warren New Tech High School

Warwick Valley High School

Watershed School

Western Albemarle High School

Westtown School

Wildwood School

York School

Using the CCLA to Improve Institutional Performance

The information presented in your institutional report—enhanced most recently through the provision of subscores (see pages 9-10)—is designed to help you better understand the contributions your institution is making toward your students' learning gains. However, the institutional report alone provides but a snapshot of student performance.

When combined with the other tools and services the CLA has to offer, the institutional report can become a powerful tool in helping you and your institution target specific areas of improvement, while effectively and authentically aligning teaching, learning, and assessment practices in ways that may improve institutional performance over time.

We encourage institutions to examine performance across CLA tasks and communicate the results across campus, link student-level CLA results with other data sources, pursue in-depth sampling, collaborate with their peers, and participate in professional development offerings.

Student-level CLA results are provided for you to link to other data sources (e.g., course-taking patterns, grades, portfolios, student surveys, etc.). These results are strengthened by the provision of additional scores in the areas of Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving to help you pinpoint specific areas that may need improvement. Internal analyses, which you can pursue through in-depth sampling, can help you generate hypotheses for additional research.

Beyond the institution-specific results you receive, which can facilitate the alignment of teaching, learning, and assessment, the CLA fosters collaborative relationships among our participating schools. The CLA does this by encouraging the formation of consortia, hosting periodic web conferences featuring campuses doing promising work using the CLA, and sharing school-specific contact information (where permission has been granted) via our CLA contact map (*www.collegiatelearningassessment.org/ contact*).

Our professional development services shift the focus from general assessment to the course-level work of faculty members. Performance Task Academies—two-day hands-on training workshops—provide opportunities for faculty to receive guidance in creating their own CLA-like performance tasks, which can be used as classroom or homework assignments, curriculum devices, or even local-level assessments (see: *cae.org/performance-assessment/ category/training-workshops*).

Through the steps noted above, we encourage institutions to move toward a continuous system of improvement stimulated by the CLA. Our programs and services—when used in combination—are designed to emphasize the notion that, in order to successfully improve higher-order skills, institutions must genuinely connect their teaching, learning, and assessment practices in authentic and effective ways.

Without your contributions, the CLA would not be on the exciting path that it is today. We look forward to your continued involvement!

An Introduction to the CCLA Tasks

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

The CLA/CCLA requires that students use critical thinking and written communication skills to perform 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 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. A question and a response box are on the left side of the screen. There is no limit on how much a student can type. Upon completing a question, students then select the next question in the queue.

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, then analyze and organize them on multiple dimensions, and ultimately 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); and employing varied sentence structure and advanced vocabulary.

Critique-an-Argument

A Critique-an-Argument prompt asks students to evaluate, in 30 minutes, 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.

Example Document Library

Your Document Library contains the following materials:

- Newspaper article about the accident

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

- Internal correspondence (Pat's email to you and Sally's email 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 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 five to 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.

Interpreting CCLA Results

CLA/CCLA results operate as a signaling tool of overall institutional performance on tasks that measure higher-order skills. Examining performance across CLA/CCLA task types can serve as an initial diagnostic exercise. The three types of CLA/CCLA 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 because they are not adjusted for difficulty like CLA/CCLA 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.

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 Figures 3.10 and 3.12. 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 Figures 3.10 & 3.12 and Tables 3.11 & 3.13 in combination with the *Scoring Criteria* in Appendix D to explore the areas where your students may need improvement.

Iterative Development Process

A team of researchers and writers generates ideas for Make-an-Argument and Critique-an-Argument prompts and Performance Task storylines, and then contributes to the development and revision of the prompts and Performance Task documents.

For Analytic Writing Tasks, multiple prompts are generated, revised and pre-piloted, and those prompts that elicit good critical thinking and writing responses during pre-piloting are further revised and submitted to more extensive piloting.

During the development of Performance Tasks, care is taken to ensure that sufficient information is provided to permit multiple reasonable solutions to the issues present in the Performance Task. Documents are crafted such that information is presented in multiple formats (e.g., tables, figures, news articles, editorials, letters, etc.).

While developing a Performance Task, a list of the intended content from each document is established and revised.

This list is used to ensure that each piece of information is clearly reflected in the document and/or across documents, and to ensure that no additional pieces of information are embedded in the document that were not intended. This list serves as a draft starting point for the analytic scoring items used in the Performance Task scoring rubrics.

During revision, information is either added to documents or removed from documents to ensure that students could arrive at approximately three or four different conclusions based on a variety of evidence to back up each conclusion. Typically, some conclusions are designed to be supported better than others.

Questions for the Performance Task are also drafted and revised during the development of the documents. The questions are designed such that the initial questions prompt the students to read and attend to multiple sources of information in the documents, and later questions require the students to

evaluate the documents and then use their analyses to draw conclusions and justify those conclusions.

After several rounds of revision, the most promising of the Performance Tasks and the Make-an-Argument and Critique-an-Argument prompts are selected for pre-piloting. Student responses from the pre-pilot test are examined to identify what pieces of information are unintentionally ambiguous and what pieces of information in the documents should be removed. After revision and additional pre-piloting, the best-functioning tasks (i.e., those that elicit the intended types and ranges of student responses) are selected for full piloting.

During piloting, students complete both an operational task and one of the new tasks. At this point, draft scoring rubrics are revised and tested in grading the pilot responses, and final revisions are made to the tasks to ensure that the task is eliciting the types of responses intended.

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 four) 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 three) 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 (two to three) 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 (one to two) 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 five) 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 four) 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 three) 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 (two to three) 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 (one to two) 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.

Scoring CCLA Responses

The CLA/CCLA uses a combination of automated and human scoring. Since fall 2010, we have been 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/CCLA using a broad range of real CLA/CCLA 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/CCLA 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. To ensure continuous human scorer calibration, CAE developed the E-Verification system for the online Scoring Interface. The E-Verification system was developed to improve and streamline scoring. Calibration of scorers through the E-Verification system requires scorers to score previously-scored results or "Verification Papers"* when they first start scoring, as well as throughout the scoring window. The system will periodically present Verification Papers to scorers, though the scorers are not alerted to the Verification Papers. The system does not indicate when a scorer has successfully scored a Verification Paper, but if the scorer fails to accurately score a series of Verification Papers, he or she will be removed from scoring and must

participate in a remediation process. At this point, 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.

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* The Verification Papers were drawn from responses collected during the 2010-2011 administration that were scored by both human scorers and the automated scoring engine. Each Verification Paper and its scores were reviewed by a lead scorer prior to being designated as a Verification Paper.

Scaling EAA Scores

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

For institutions where a majority of students do not have ACT or SAT scores (e.g., two-year institutions and open admission schools), we make available the Scholastic Level Exam (SLE), a short-form cognitive ability measure, as part of the CLA/CCLA. The SLE is produced by Wonderlic, Inc. SLE scores are converted to SAT scores 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) are referred to simply 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 http://www.act.org/aap/concordance/pdf/report.pdf

Converting Scores to a Common Scale

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 score 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 + Critical Reading) 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, fall 2010 responses tend 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.

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

Freshman CLA Scores, 50th-99th Percentiles (unadjusted percentiles for colleges testing entering students)

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
99	1288	1300	1275	1272	1272	1444
98	1258	1285	1228	1231	1222	1288
97	1217	1275	1220	1230	1220	1285
96	1211	1229	1202	1201	1209	1250
95	1203	1202	1200	1196	1206	1247
94	1193	1196	1193	1193	1201	1238
93	1192	1192	1192	1189	1195	1221
92	1191	1190	1191	1184	1190	1208
91	1186	1183	1188	1183	1185	1203
90	1165	1161	1169	1175	1176	1196
89	1161	1159	1163	1165	1172	1184
88	1154	1158	1159	1162	1167	1169
87	1153	1156	1154	1159	1164	1166
86	1152	1153	1153	1157	1163	1155
85	1150	1146	1145	1150	1157	1152
84	1146	1143	1144	1149	1152	1146
83	1141	1136	1141	1145	1146	1144
82	1134	1132	1140	1142	1142	1138
81	1132	1125	1139	1136	1140	1136
80	1128	1124	1136	1133	1134	1135
79	1126	1123	1132	1125	1129	1130
78	1124	1122	1131	1123	1125	1127
77	1120	1115	1124	1117	1120	1121
76	1116	1113	1120	1115	1112	1116
75	1115	1111	1114	1114	1109	1114
74	1111	1109	1110	1113	1108	1112
73	1107	1102	1110	1112	1107	1110
72	1099	1097	1109	1110	1104	1108
71	1094	1092	1107	1109	1099	1105
70	1093	1091	1105	1108	1097	1104
69	1092	1090	1104	1106	1094	1100
68	1092	1088	1102	1105	1093	1096
67	1091	1087	1102	1105	1090	1095
66	1088	1085	1101	1104	1088	1093
65	1086	1083	1097	1101	1087	1090
64	1083	1082	1092	1098	1085	1084
63	1082	1080	1091	1096	1084	1083
62	1081	1077	1090	1094	1082	1082
61	1080	1072	1088	1093	1082	1081
60	1079	1071	1084	1092	1081	1077
59	1078	1069	1083	1091	1080	1075
58	1074	1068	1081	1085	1079	1064
57	1070	1063	1078	1075	1077	1060
56	1068	1061	1077	1075	1075	1056
55	1066	1058	1074	1074	1073	1051
54	1065	1057	1072	1073	1070	1047
53	1065	1056	1069	1068	1067	1041
52	1064	1055	1068	1067	1066	1040
51	1060	1053	1067	1066	1060	1037
50	1058	1052	1065	1065	1058	1036

Freshman CLA Scores, 1st-49th Percentiles (unadjusted percentiles for colleges testing entering students)

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
49	1052	1050	1064	1064	1055	1028
48	1050	1043	1060	1062	1053	1021
47	1044	1042	1057	1056	1053	1019
46	1044	1041	1055	1053	1052	1017
45	1043	1039	1054	1051	1048	1016
44	1043	1037	1050	1050	1047	1016
43	1042	1035	1046	1049	1045	1015
42	1041	1032	1040	1045	1040	1010
41	1038	1031	1034	1039	1035	1010
40	1032	1028	1033	1037	1031	1009
39	1031	1023	1031	1036	1030	1008
38	1026	1021	1030	1035	1022	1003
37	1025	1020	1025	1034	1020	1002
36	1023	1017	1023	1033	1016	997
35	1022	1016	1022	1030	1015	996
34	1019	1014	1022	1028	1010	991
33	1018	1012	1021	1026	1009	987
32	1016	1007	1015	1015	1005	983
31	1012	1004	1013	1014	999	981
30	1009	1000	1011	1013	998	979
29	1003	999	1009	1012	997	977
28	1000	998	1003	1011	996	975
27	994	995	1002	1010	993	974
26	990	993	998	1008	992	968
25	985	987	997	1006	985	962
24	984	981	996	1005	982	961
23	983	975	994	1003	981	958
22	982	973	992	1000	978	957
21	980	970	988	997	976	953
20	978	969	987	994	975	949
19	974	962	984	989	974	932
18	970	959	983	985	968	931
17	967	952	975	978	966	924
16	965	950	973	972	962	914
15	956	943	969	961	958	911
14	951	941	961	950	953	909
13	949	938	957	948	951	908
12	943	928	949	942	950	907
11	942	926	944	940	943	904
10	930	922	940	920	937	902
9	928	916	934	917	934	898
8	920	911	924	907	927	881
7	919	904	924	904	926	880
6	916	878	923	900	925	858
5	908	876	920	898	920	855
4	900	844	905	896	904	834
3	884	841	895	886	896	833
2	845	831	846	840	836	793
1	806	792	823	793	815	718

Senior CLA Scores, 50th-99th Percentiles (unadjusted percentiles for colleges testing fourth-year students)

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
99	1332	1368	1329	1311	1373	1454
98	1319	1341	1321	1303	1348	1294
97	1318	1339	1314	1293	1343	1288
96	1314	1324	1313	1289	1336	1261
95	1310	1317	1305	1279	1335	1258
94	1303	1303	1296	1272	1319	1236
93	1284	1294	1293	1269	1311	1234
92	1281	1289	1288	1260	1305	1216
91	1277	1288	1278	1255	1296	1206
90	1271	1280	1273	1253	1292	1202
89	1260	1272	1264	1251	1288	1193
88	1259	1266	1262	1249	1287	1188
87	1255	1260	1259	1236	1280	1186
86	1253	1257	1256	1235	1276	1178
85	1250	1254	1251	1229	1271	1173
84	1245	1250	1250	1227	1268	1165
83	1241	1249	1245	1220	1265	1163
82	1235	1247	1239	1218	1261	1157
81	1234	1244	1237	1214	1260	1156
80	1230	1243	1226	1212	1256	1150
79	1229	1238	1225	1208	1254	1148
78	1227	1230	1220	1205	1249	1146
77	1224	1225	1217	1201	1247	1142
76	1223	1223	1214	1198	1239	1129
75	1220	1222	1210	1197	1234	1127
74	1218	1221	1209	1194	1231	1122
73	1216	1215	1204	1192	1221	1120
72	1204	1213	1200	1191	1220	1119
71	1203	1210	1199	1189	1219	1114
70	1202	1210	1197	1185	1217	1113
69	1199	1209	1195	1184	1215	1108
68	1198	1207	1192	1181	1213	1107
67	1197	1201	1190	1175	1206	1100
66	1194	1198	1188	1173	1203	1095
65	1193	1197	1188	1171	1202	1094
64	1189	1186	1187	1170	1201	1085
63	1186	1184	1186	1168	1198	1084
62	1181	1183	1184	1163	1197	1083
61	1178	1182	1183	1162	1195	1082
60	1177	1180	1182	1161	1193	1080
59	1175	1179	1179	1159	1192	1080
58	1174	1177	1173	1156	1191	1079
57	1174	1176	1172	1152	1189	1077
56	1173	1174	1169	1152	1188	1076
55	1169	1173	1166	1151	1185	1068
54	1167	1171	1165	1150	1183	1063
53	1165	1168	1165	1149	1181	1062
52	1164	1163	1164	1148	1180	1061
51	1162	1162	1163	1147	1178	1057
50	1159	1161	1162	1146	1177	1056

G.4 Senior CLA Scores, 1st-49th Percentiles (unadjusted percentiles for colleges testing fourth-year students)

Percentile	Total CLA Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	EAA
49	1157	1159	1161	1142	1175	1055
48	1155	1158	1160	1141	1174	1053
47	1155	1157	1157	1140	1173	1052
46	1154	1157	1155	1139	1169	1040
45	1152	1156	1153	1139	1167	1039
44	1150	1151	1153	1138	1167	1038
43	1148	1151	1152	1136	1166	1034
42	1147	1150	1151	1135	1163	1034
41	1144	1149	1149	1132	1161	1033
40	1143	1148	1146	1130	1159	1032
39	1142	1146	1145	1129	1156	1030
38	1140	1143	1142	1128	1154	1025
37	1139	1137	1140	1126	1153	1024
36	1138	1136	1139	1125	1152	1023
35	1137	1135	1135	1123	1152	1022
34	1137	1134	1134	1118	1151	1020
33	1136	1133	1132	1116	1149	1011
32	1135	1132	1131	1114	1145	1010
31	1135	1129	1128	1111	1141	1009
30	1134	1128	1127	1108	1140	1008
29	1131	1127	1125	1105	1136	1007
28	1130	1125	1121	1100	1135	1005
27	1127	1122	1121	1097	1133	998
26	1126	1120	1120	1095	1131	995
25	1123	1118	1119	1094	1130	993
24	1122	1114	1115	1089	1129	989
23	1120	1113	1114	1087	1123	987
22	1117	1112	1112	1083	1121	980
21	1116	1109	1111	1080	1117	974
20	1112	1108	1108	1077	1116	973
19	1108	1107	1102	1075	1115	969
18	1103	1106	1097	1074	1110	967
17	1099	1101	1096	1073	1107	965
16	1095	1092	1094	1072	1103	962
15	1081	1088	1090	1070	1099	951
14	1077	1080	1086	1069	1095	949
13	1073	1071	1083	1067	1088	941
12	1072	1064	1082	1064	1081	936
11	1067	1045	1069	1059	1074	931
10	1060	1030	1056	1056	1068	931
9	1039	1027	1055	1049	1053	930
8	1024	1016	1053	1037	1049	925
7	1021	1002	1052	1032	1044	923
6	1009	990	1042	1019	1031	911
5	1000	983	1033	999	1028	880
4	988	974	1000	968	993	869
3	964	961	985	957	981	868
2	957	929	929	893	951	857
1	917	789	904	858	925	841

In tandem with your report, we provide a CCLA 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 (six 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, test 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.

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