

ETS® Proficiency Profile

Summary of Scaled Scores

To show the ability of the group taking the test

University of Memphis

Abbreviated

Test Description: Combined

Number of students tested: 789

Number of students included in these statistics: 774

Number of students excluded (see roster): 15

Cohort Name: Combined

Close Date: Combined

Student Level: All

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score							
	400 to 500	442.28	441 to 443	20.62	427	441	456
Skills Subscores:							
Critical Thinking	100 to 130	110.74	110 to 112	6.32	106	110	115
Reading	100 to 130	117.21	116 to 118	7.37	111	118	123
Writing	100 to 130	114.10	113 to 115	5.48	110	115	119
Mathematics	100 to 130	113.05	112 to 114	6.04	109	113	116
Context-Based Subscores:							
Humanities	100 to 130	113.85	113 to 115	6.66	107	113	119
Social Sciences	100 to 130	112.75	112 to 114	6.26	107	113	118
Natural Sciences	100 to 130	114.52	114 to 115	5.97	110	115	119

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to

measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 774.

Reports based on a sample of fewer than 50 test takers are representative of the performance of **that sample only**. Reports based on **fewer than 50 test takers** should not be considered representative of the larger group of like students, and inferences or generalizations about the larger population or subgroup **should not** be made based on such small samples.