

ACAT

Departmental Score Report

Institution: Sample Score Report [9900]

Discipline: Social Work

Testing Year: 2004-05 (7)

Date Prepared: 4/12/2005

Report Type: Interim - Senior - Profile 1

Each standard score represents the distance between your score and the average of the current comparison group. The ACAT has an average of 500 and a standard deviation of 100. A score of 450, for example, would be .5 standard deviations (50 points) below average. A score of 600 would be 1 standard deviation above average. The scores can range from approximately 200 to 800. Typically, 68% of the scores in any given year will fall between 400 and 600. However, year-to-year variations in the size of the comparison groups sometimes allow scores to fall slightly below or above these limits. The content area scores and the overall performance score are all constructed using different reference groups. The content area standard scores reflect comparison with other examinees taking the same content area. The overall performance standard score reflects comparison with other examinees taking the ACATs in this discipline with the same number of content areas.

The overall score is a separately determined performance appraisal rather than a numerical average of the area scores. The comparison groups are composed of examinees during the most recent 6-year period. Additional information about standard scores is available at the FAQ page on our web site.

The percent correct "raw" scores to the right should be interpreted with caution. Unlike a classroom examination, the ACAT and its content areas are calibrated so that the average student will achieve a raw score between 49% and 64%. This is done in order to make it equally possible for students to score above and below the average. Some of the more difficult content areas may produce average raw scores of less than 49%. When standard scores are calculated for the ACAT, they include a graduated compensation for item difficulty, penalties for incorrect responses, and exclude items which fail to meet PACAT's psychometric standards. None of these calculations are included in the raw scores. Note: Standard deviations are not calculated for samples smaller than 5.

| Area | Standard Score | %ile | Comparison Group Size |
|---------------------------------|----------------|-----------|-----------------------|
| Diversity | 537 | 64 | 2252 |
| Populations at Risk | 542 | 66 | 2252 |
| Social and Economic Justice | 565 | 74 | 2252 |
| Values and Ethics | 506 | 52 | 2252 |
| Policy & Services | 554 | 71 | 2390 |
| Social Work Practice | 558 | 72 | 2390 |
| Human Beh in Social Environment | 582 | 79 | 2390 |
| Research Methods | 573 | 77 | 2390 |
| OVERALL PERFORMANCE | 568 | 75 | 2252 |

| Area | Average Raw Score | Standard Deviation |
|---------------------------------|-------------------|--------------------|
| Diversity | 58 | 11 |
| Populations at Risk | 63 | 12 |
| Social and Economic Justice | 71 | 13 |
| Values and Ethics | 71 | 16 |
| Policy & Services | 66 | 16 |
| Social Work Practice | 76 | 10 |
| Human Beh in Social Environment | 80 | 12 |
| Research Methods | 65 | 13 |
| OVERALL PERFORMANCE | 69 | 9 |

| GPA | Overall | Major | Examinees |
|-----------|---------|-------|---------------------------------------|
| 1.5 - 2.0 | 0 | 0 | Female Examinees = 13 |
| 2.1 - 2.5 | 3 | 0 | Male Examinees = 3 |
| 2.6 - 3.0 | 9 | 5 | Transfer Students = 2 |
| 3.1 - 3.5 | 5 | 7 | Planning Graduate Studies = 13 |
| 3.6 - 4.0 | 0 | 3 | Number of Students Tested = 17 |

At the time of the examination, your students were asked to report their gender, whether or not they transferred to your institution from another, whether or not they plan to attend graduate school, and their grade point average in their major and overall. Not all examinees choose to provide the information and it is possible that the information provided is not accurate.

Your students' self-reported grade point averages are correlated with their scores in each content area as well as their overall score. The correlations indicate the degree of mathematical relationship between the two scores and should not be interpreted to mean that one causes, or directly effects, the other. Ideally, ACAT content area scores will correlate positively with grade point average. However, small group sizes and reporting inaccuracies can adversely impact the analysis. Positive values indicate that higher grade point averages are associated with higher ACAT scores. Negative values indicate that higher grade point averages are associated with lower ACAT scores. Statistically significant relationships, indicated with an asterisk (*), are likely to occur by accident fewer than 5 times in 100. Correlations that are not significant are not meaningful. If no values appear in this table, your current examination group was too small for them to be meaningful.

| Area | Correlation with GPA Overall | Correlation with GPA Major |
|---------------------------------|------------------------------|----------------------------|
| Diversity | 0.198 | 0.520* |
| Populations at Risk | -0.005 | 0.411 |
| Social and Economic Justice | 0.434 | 0.657* |
| Values and Ethics | 0.251 | 0.368 |
| Policy & Services | 0.020 | 0.398 |
| Social Work Practice | -0.281 | 0.079 |
| Human Beh in Social Environment | 0.186 | 0.514* |
| Research Methods | -0.044 | 0.296 |
| OVERALL PERFORMANCE | 0.157 | 0.602* |

Your students were asked to indicate the areas in which they had taken courses in your department. They were specifically instructed to exclude courses taken at other institutions. Where these areas are included on your version of the ACAT, correlations have been calculated between whether or not students report taking a course in the area and their performance on the corresponding area on the ACAT.

In other areas, the frequency of students indicating having taken a course are included without correlations. The correlations indicate the degree of mathematical relationship between the two measures and should not be interpreted to mean that one causes, or directly effects, the other. Ideally, ACAT content area scores will correlate positively with having taken a course in the area. However, small group sizes and reporting inaccuracies can adversely impact the analysis. Correlation coefficients in this table can be either positive or negative. Positive relationships indicate that taking the course is associated with higher ACAT scores. Negative values indicate that taking the course is associated with lower scores. Statistically significant relationships, indicated with an asterisk (*), are those that are likely to occur by chance fewer than 5 times in 100. Correlations that are not significant should not be considered reliable. If all but one or two of your students have taken courses in a particular area, it will also be very difficult to obtain a significant correlation. Correlation coefficients cannot be calculated for areas in which 100% of your students report taking a course. If correlation coefficients are missing from an area or areas in the table, you either didn't test in that specific area or a correlation cannot be calculated for the reasons described above.

| Area | Frequency | % | Correlation |
|---------------------------------|-----------|----|-------------|
| Policy & Services | 16 | 94 | -0.067 |
| Social Work Practice | 16 | 94 | -0.022 |
| Human Beh in Social Environment | 16 | 94 | 0.037 |
| Research Methods | 16 | 94 | -0.021 |
| Diversity | 16 | 94 | 0.020 |
| Populations at Risk | 10 | 59 | 0.367 |
| Social and Economic Justice | 15 | 88 | -0.130 |
| Values and Ethics | 12 | 71 | 0.007 |

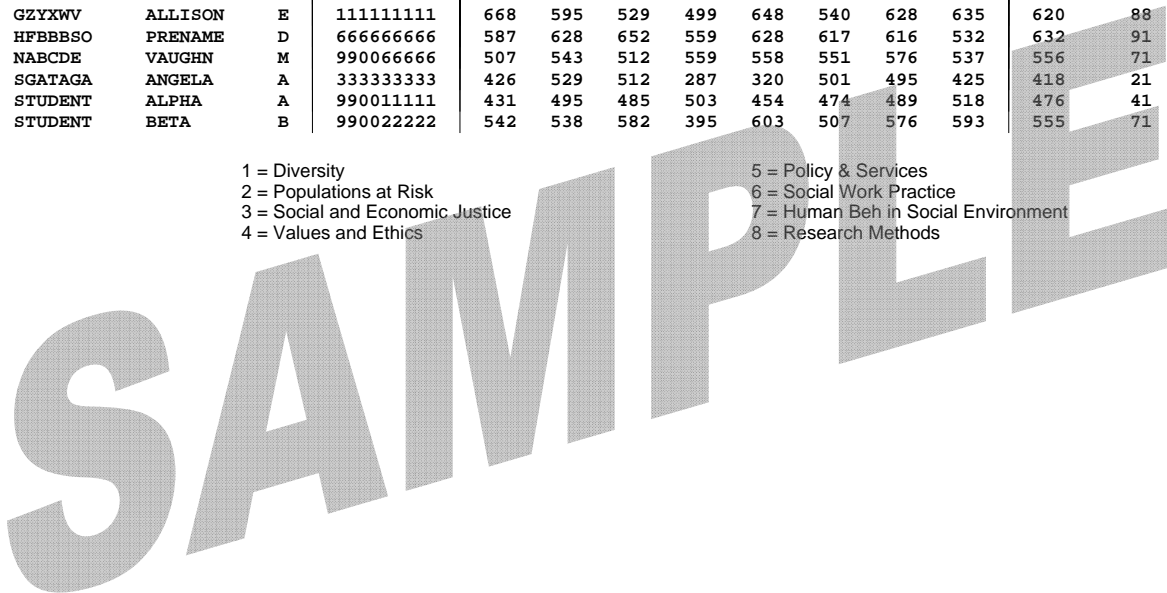
These scores should be interpreted with caution. The ACAT is intended to evaluate an entire group of graduating seniors. The accuracy of scores for individual students, particularly in the separate content areas, is limited. The overall performance score is illustrative of the general performance of each student. Individual student performance can be expected to vary across administrations of the same test and can be affected by numerous factors, including motivation and the circumstances under which the test is administered. PACAT Incorporated does not recommend the use of these scores for making decisions about the academic achievement of individual students. Institutions using the scores for individual evaluation should take these limitations into account.

Individual Examinee Standard Scores Sorted Alphabetically by Last Name

| Name | Student ID | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Overall Score | % 'ile | |
|-----------|------------|-----------|-----|-----|-----|-----|-----|-----|-----|---------------|--------|----|
| AAAAA | BBB C | 990033333 | 517 | 623 | 573 | 549 | 628 | 656 | 569 | 656 | 625 | 89 |
| AABDDGGA | KATIE D | 222222222 | 471 | 467 | 643 | 535 | 477 | 543 | 666 | 613 | 569 | 75 |
| AJKKJFIEI | COOKIE A | 888888888 | 496 | 443 | 621 | 568 | 534 | 501 | 668 | 667 | 583 | 80 |
| AKLJDSHF | MICHAEL R | 444444444 | 532 | 467 | 613 | 656 | 704 | 608 | 496 | 622 | 614 | 87 |
| BBBBB | CCC D | 990044444 | 486 | 458 | 367 | 332 | 493 | 592 | 484 | 471 | 451 | 31 |
| BGG | MAXWELL D | 999999999 | 542 | 576 | 542 | 623 | 666 | 581 | 612 | 632 | 626 | 90 |
| BSTSN | HARRY | 111112222 | 542 | 585 | 512 | 526 | 552 | 532 | 581 | 494 | 553 | 70 |
| BVNSLZZ | BEVERLY M | 333334444 | 598 | 519 | 512 | 559 | 514 | 628 | 709 | 635 | 611 | 87 |
| DDJDKAF | DORO R | 777777777 | 577 | 704 | 652 | 452 | 590 | 581 | 666 | 504 | 616 | 88 |
| EIEIFJFKD | GIVEN S | 555555555 | 623 | 595 | 683 | 529 | 558 | 617 | 587 | 709 | 645 | 93 |
| GOOOG | BROOKE | 990055555 | 587 | 448 | 621 | 477 | 484 | 463 | 471 | 500 | 508 | 53 |
| GZYXWV | ALLISON E | 111111111 | 668 | 595 | 529 | 499 | 648 | 540 | 628 | 635 | 620 | 88 |
| HFBBBSO | PRENAME D | 666666666 | 587 | 628 | 652 | 559 | 628 | 617 | 616 | 532 | 632 | 91 |
| NABCDE | VAUGHN M | 990066666 | 507 | 543 | 512 | 559 | 558 | 551 | 576 | 537 | 556 | 71 |
| SGATAGA | ANGELA A | 333333333 | 426 | 529 | 512 | 287 | 320 | 501 | 495 | 425 | 418 | 21 |
| STUDENT | ALPHA A | 990011111 | 431 | 495 | 485 | 503 | 454 | 474 | 489 | 518 | 476 | 41 |
| STUDENT | BETA B | 990022222 | 542 | 538 | 582 | 395 | 603 | 507 | 576 | 593 | 555 | 71 |

- 1 = Diversity
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- 4 = Values and Ethics

- 5 = Policy & Services
- 6 = Social Work Practice
- 7 = Human Beh in Social Environment
- 8 = Research Methods



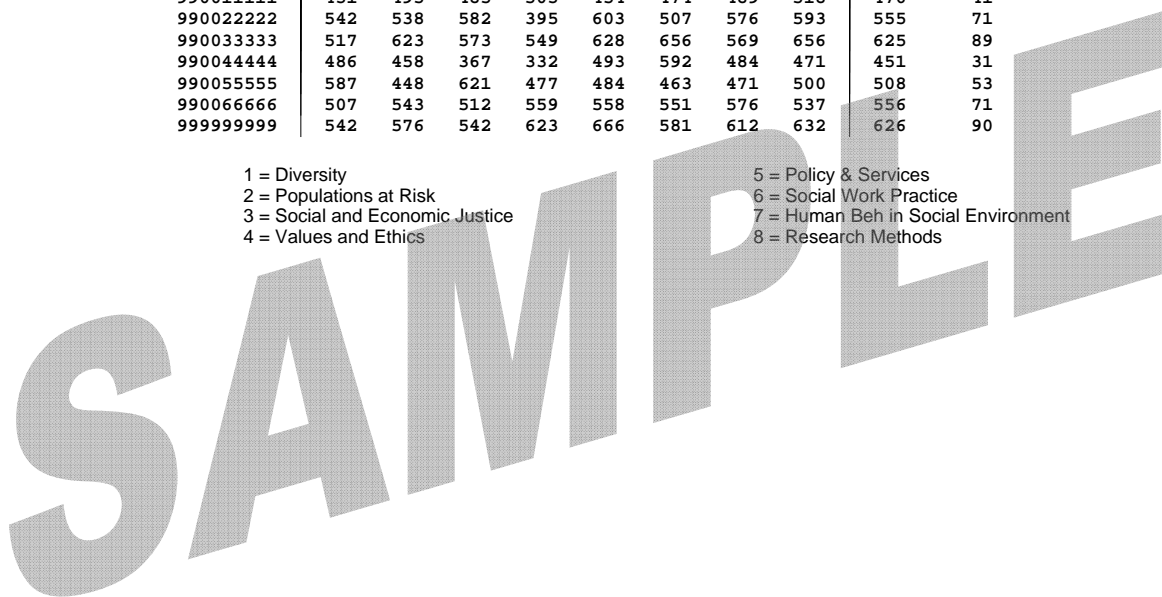
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Individual Examinee Standard Scores Sorted Numerically by Student ID Number

| Student ID | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Overall Score | % 'ile |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|---------------|-----------|
| 111111111 | 668 | 595 | 529 | 499 | 648 | 540 | 628 | 635 | 620 | 88 |
| 111112222 | 542 | 585 | 512 | 526 | 552 | 532 | 581 | 494 | 553 | 70 |
| 222222222 | 471 | 467 | 643 | 535 | 477 | 543 | 666 | 613 | 569 | 75 |
| 333333333 | 426 | 529 | 512 | 287 | 320 | 501 | 495 | 425 | 418 | 21 |
| 333334444 | 598 | 519 | 512 | 559 | 514 | 628 | 709 | 635 | 611 | 87 |
| 444444444 | 532 | 467 | 613 | 656 | 704 | 608 | 496 | 622 | 614 | 87 |
| 555555555 | 623 | 595 | 683 | 529 | 558 | 617 | 587 | 709 | 645 | 93 |
| 666666666 | 587 | 628 | 652 | 559 | 628 | 617 | 616 | 532 | 632 | 91 |
| 777777777 | 577 | 704 | 652 | 452 | 590 | 581 | 666 | 504 | 616 | 88 |
| 888888888 | 496 | 443 | 621 | 568 | 534 | 501 | 668 | 667 | 583 | 80 |
| 990011111 | 431 | 495 | 485 | 503 | 454 | 474 | 489 | 518 | 476 | 41 |
| 990022222 | 542 | 538 | 582 | 395 | 603 | 507 | 576 | 593 | 555 | 71 |
| 990033333 | 517 | 623 | 573 | 549 | 628 | 656 | 569 | 656 | 625 | 89 |
| 990044444 | 486 | 458 | 367 | 332 | 493 | 592 | 484 | 471 | 451 | 31 |
| 990055555 | 587 | 448 | 621 | 477 | 484 | 463 | 471 | 500 | 508 | 53 |
| 990066666 | 507 | 543 | 512 | 559 | 558 | 551 | 576 | 537 | 556 | 71 |
| 999999999 | 542 | 576 | 542 | 623 | 666 | 581 | 612 | 632 | 626 | 90 |

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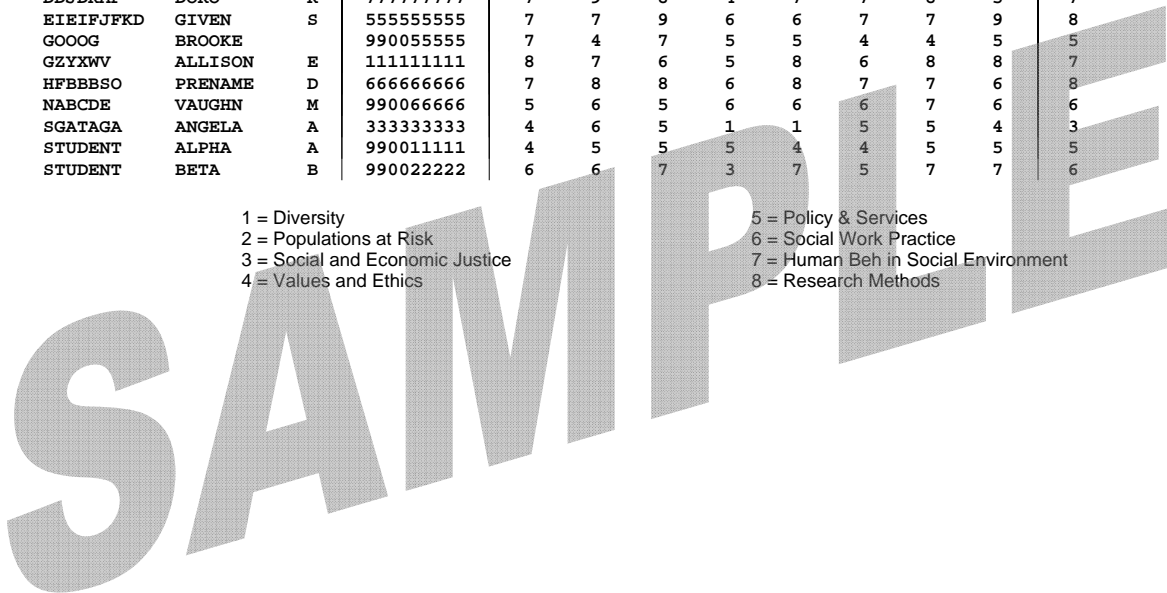
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Individual Examinee Stanines Sorted Alphabetically by Last Name

| Name | Student ID | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Overall Score | |
|-----------|------------|-----------|---|---|---|---|---|---|---|---------------|---|
| AAAAA | BBB C | 990033333 | 5 | 7 | 6 | 6 | 8 | 8 | 6 | 8 | 7 |
| AABDDGGA | KATIE D | 222222222 | 4 | 4 | 8 | 6 | 5 | 6 | 8 | 7 | 6 |
| AJKKJFIEI | COOKIE A | 888888888 | 5 | 4 | 7 | 6 | 6 | 5 | 8 | 8 | 7 |
| AKLJDSHF | MICHAEL R | 444444444 | 6 | 4 | 7 | 8 | 9 | 7 | 5 | 7 | 7 |
| BBBBB | CCC D | 990044444 | 5 | 4 | 2 | 2 | 5 | 7 | 5 | 4 | 4 |
| BGG | MAXWELL D | 999999999 | 6 | 7 | 6 | 7 | 8 | 7 | 7 | 8 | 8 |
| BSTSNI | HARRY | 111112222 | 6 | 7 | 5 | 6 | 6 | 6 | 7 | 5 | 6 |
| BVNSLZZ | BEVERLY M | 333334444 | 7 | 5 | 5 | 6 | 5 | 8 | 9 | 8 | 7 |
| DDJDKAF | DORO R | 777777777 | 7 | 9 | 8 | 4 | 7 | 7 | 8 | 5 | 7 |
| EIEIFJFKD | GIVEN S | 555555555 | 7 | 7 | 9 | 6 | 6 | 7 | 7 | 9 | 8 |
| GOOOG | BROOKE | 990055555 | 7 | 4 | 7 | 5 | 5 | 4 | 4 | 5 | 5 |
| GZYXWV | ALLISON E | 111111111 | 8 | 7 | 6 | 5 | 8 | 6 | 8 | 8 | 7 |
| HFBBBSO | PRENAME D | 666666666 | 7 | 8 | 8 | 6 | 8 | 7 | 7 | 6 | 8 |
| NABCDE | VAUGHN M | 990066666 | 5 | 6 | 5 | 6 | 6 | 6 | 7 | 6 | 6 |
| SGATAGA | ANGELA A | 333333333 | 4 | 6 | 5 | 1 | 1 | 5 | 5 | 4 | 3 |
| STUDENT | ALPHA A | 990011111 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 |
| STUDENT | BETA B | 990022222 | 6 | 6 | 7 | 3 | 7 | 5 | 7 | 7 | 6 |

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Individual Examinee Stanines Sorted Numerically by Student ID Number

| Student ID | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Overall Score |
|------------|---|---|---|---|---|---|---|---|---------------|
| 111111111 | 8 | 7 | 6 | 5 | 8 | 6 | 8 | 8 | 7 |
| 111112222 | 6 | 7 | 5 | 6 | 6 | 6 | 7 | 5 | 6 |
| 222222222 | 4 | 4 | 8 | 6 | 5 | 6 | 8 | 7 | 6 |
| 333333333 | 4 | 6 | 5 | 1 | 1 | 5 | 5 | 4 | 3 |
| 333334444 | 7 | 5 | 5 | 6 | 5 | 8 | 9 | 8 | 7 |
| 444444444 | 6 | 4 | 7 | 8 | 9 | 7 | 5 | 7 | 7 |
| 555555555 | 7 | 7 | 9 | 6 | 6 | 7 | 7 | 9 | 8 |
| 666666666 | 7 | 8 | 8 | 6 | 8 | 7 | 7 | 6 | 8 |
| 777777777 | 7 | 9 | 8 | 4 | 7 | 7 | 8 | 5 | 7 |
| 888888888 | 5 | 4 | 7 | 6 | 6 | 5 | 8 | 8 | 7 |
| 990011111 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 |
| 990022222 | 6 | 6 | 7 | 3 | 7 | 5 | 7 | 7 | 6 |
| 990033333 | 5 | 7 | 6 | 6 | 8 | 8 | 6 | 8 | 7 |
| 990044444 | 5 | 4 | 2 | 2 | 5 | 7 | 5 | 4 | 4 |
| 990055555 | 7 | 4 | 7 | 5 | 5 | 4 | 4 | 5 | 5 |
| 990066666 | 5 | 6 | 5 | 6 | 6 | 6 | 7 | 6 | 6 |
| 999999999 | 6 | 7 | 6 | 7 | 8 | 7 | 7 | 8 | 8 |

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