**Civilization, Contemporary Global Issues and Social and Behavioral Science & Literature**

**CBASE (English and Social Studies) Assessment Results**

**Spring 2015**

**General Education Goals & Outcomes**

The Civilization, Contemporary Global Issues and Social and Behavioral Science goals and associated student learning outcomes have been aligned with the following General Education Groups:

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| **Civilization, Contemporary Global Issues, and Social and Behavioral Sciences (Social Studies CBASE)** | | |
| 1c. Civilization *(6 Outcomes to 5 Outcomes)* | Analyze a discipline within as well as beyond its historical and cultural contexts | IB |
| Discuss diverse aspects (politics, religion, economics, and society) of civilization. | IIA, IIB |
| Evaluate intercultural similarities and differences. | IIA, IIB, IIIB |
| Formulate an informed & critical understanding of change in cultural and historical perspectives. | IIIA |
| Describe and compare the influence of different cultures and/or civilizations within the social sciences | IIIB |
| 1d. Contemporary Global Issues *(11 Outcomes to 5 Outcomes)* | Analyze a discipline within as well as beyond its historical and cultural contexts | IA, IB, IIA, IIB, IIIB |
| Recognize the interconnections between historical and contemporary themes and issues | IA, IB |
| Discuss diverse aspects (politics, religion, economics, society) of issues | IIA, IIB, IIIA |
| Evaluate intercultural similarities and differences. | IIA, IIB |
| Explain the significance of the relationship between social and natural sciences to global issues. | IIIB, IVA |
| Discuss diverse aspects of society and how they impact social and individual behavior. | IIA, IIB, IIIB, V |
| Explain research methodologies commonly used by social and behavioral scientists. | IIIB |
| Apply theories, principles, and concepts in the social and behavioral sciences to their personal experiences. | IIIB |
| 1g. Social and Behavioral Sciences  (5 Outcomes to 3 Outcomes)" | Discuss diverse aspects of society and how they impact social and individual behavior. | IIA, IIB, IIIB, V |
| Explain research methodologies commonly used by social and behavioral scientists. | IIIB |
| Apply theories, principles, and concepts in the social and behavioral sciences to their personal experiences. | IIIB |
| **Literature (English CBASE)** | | |
| 1b. Literature *(4 Outcomes to 3 Outcomes)* | Distinguish among the features of genres and/or sub genres of literature | IB |
| Analyze literature within as well as beyond its historical and cultural contexts | IB, IIIA |
| Recognize the interconnections between historical and contemporary literary themes and issues | IB |

**Test Description**

The College BASE test is a multiple choice criterion-referenced academic achievement examination, which evaluates students’ knowledge and skills in four subject areas; English, Mathematics, Science and Social Studies. The CBASE should be administered after a student has completed college-level core curriculum classes to get a better test on students’ knowledge. College BASE helps colleges assess academic progress as well as higher order thinking skills and tests effectiveness of college core classes. Within each of the four topics there are more specific clusters, which are groupings of topics within the subject. In total there are four subjects, nine clusters and 23 overall skills assessed.

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| SU Goal and Outcomes | Assessment Instrument/Measure | Content & Clusters |
| **Civilization, Contemporary Global Issues, and Social and Behavioral Sciences** | College Basic Subjects Examination: Social Studies   * 42 items | **History and the Social Sciences**   * Knowledge of chronology * Historical movements * Significant figures and institutions * Causal relationships that connect events in the US and world history |
| **Literature** | College Basic Subjects Examination: English   * 41 items | **Reading and Literature**   * Reading critically * Reading analytically * Understanding literature |

**Data Collection, Demographics, and Methodology**

GULL Week (Spring 2015) assessment week was open to the entire Salisbury University student population and included students from each school and academic rank at Salisbury. The College Basic Subjects Examination (CBASE) exam is intended to provide information about the effects of curriculum and instruction on students learning and is also intended to measure learning undergraduate college students. Test results may be used for both academic and programmatic improvements. Faculty representatives from the areas being assessed were asked to review the questions on the exam to ensure that they were aligned with SU’s General Education goals and outcomes. The following data displays the demographics of the students that participated in GULL Week by completing the assessments to students that did participate.

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| ***Table 1.1. Test takers v. Non-test takers (HS GPA, SAT Verbal, SAT Math, Cumulative GPA)*** | | | | |
| **SAT Scores** | **Non-Gull Week Student** | | **Gull Week Student** | |
|  | **N** | **MEAN(STD DEV)** | **N** | **MEAN(STD DEV)** |
| **High School GPA\*** | *3481* | *3.30(1.0)* | *456* | *3.46(.96)* |
| **SAT Verbal** | *4283* | *529(74.85)* | *600* | *529(76.32)* |
| **SAT Math\*** | *4284* | *537(76.94)* | *600* | *545(80.28)* |
| **Cumulative GPA\*** | *6770* | *2.82(1.0)* | *846* | *2.96(.89)* |
| Table 1.1 compares High School GPA, SAT Verbal, SAT Math, and Cumulative GPA in students that took the Gull Week exam and students that did not. The High School GPA’s (3.47 vs 3.31), SAT Math scores (545 vs 537), and Cumulative GPA’s (2.96 vs 2.76) of students who took the Gull Week exam were statistically significantly higher than that of students who did not take the exam. | | | | |

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| ***Table 1.2 Cumulative GPA Comparison by Academic Rank*** | | | | |
| **Academic Rank** | **Non-Gull Week Student** | | **Gull Week Student** | |
|  | **N** | **MEAN(STD DEV)** | **N** | **MEAN(STD DEV)** |
| *First-year\** | *980* | *2.30(1.3)* | *173* | *2.76(1.1)* |
| *Sophomores\** | *1433* | *2.66(1.0)* | *210* | *2.96(.93)* |
| *Juniors* | *1812* | *2.85(.87)* | *243* | *2.94(.82)* |
| *Seniors\** | *2235* | *3.10(.52)* | *209* | *3.21(.48)* |
| Table 1.2 compares Cumulative GPA by academic rank in students that took the Gull Week exam and students that did not. The Cumulative GPA’s of first-year (2.76 vs 2.30), sophomores (2.96 vs 2.66), and seniors (3.21 vs 3.10) that took the Gull Week exam were statistically significantly higher than that of students with the same academic rank that did not take the exam. | | | | |

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| **Table 1.3 Non-test takers and GULL Week Test-Takers Gender Comparison** | | |
| **Gender** | **Non-Gull Week Student** | **Gull Week Student** |
|  | **N** | **N(%of test-takers)** |
| **Male(1)** | *3028(45%)* | *255(30%)* |
| **Female(2)** | *3738(55%)* | *589(70%)* |
| **Total** | ***6766(100%)*** | ***844(100%)*** |
| Table 1.3 compares the number of students that took the Gull Week exam to those that did not by gender. Out of all the students that took the Gull Week exam, 70% were female. This is significantly (though not statistically) higher than the percentage of female students (55%) that did not take the test. | | |

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| **Table 1.4 First-time vs Transfer Student Comparison** | | | |
| **Classification** | **Non-Gull Week Student** | **Gull Week Student** | **Total** |
| **Unknown** | *224*  *(3.3%)* | *8*  *(0.9%)* | *232*  *(3.0%)* |
| **First time Student** | *3961*  *(58.5%)* | *613*  *(72.5%)* | *4574*  *(60.1%)* |
| **Transfer** | *2585)*  *(38.2%)* | *224*  *(26.6%)* | *2809*  *(36.9%)* |
| **Total** | *6770*  *(100.0%)* | *845*  *(100.0%)* | *7615*  *(100.0%)* |
| Table 1.4 compares the number of Gull Week test takers to non-test takers based on their first-time or transfer student status upon entry to SU. 72.5% of NW-9 test takers were first time students, 26.6% were transfer students. | | | |

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| **Table 1.5 Academic Rank Comparison** | | | |
| **Academic Rank** | **Non-Gull Week Student** | **Gull Week Student** | **Total** |
| **Freshmen** | *980*  *(14.5%)* | *173*  *(20.5%)* | *1153*  *(15.1%)* |
| **Sophomores** | *1433*  *(21.2%)* | *210*  *(24.9%)* | *1643*  *(21.6%)* |
| **Juniors** | *1812*  *(26.8%)* | *243*  *(28.8%)* | *2055*  *(27.0%)* |
| **Seniors** | *2235*  *(33.0%)* | *209*  *(24.7%)* | *2444*  *(32.1%)* |
| **Non-Degree** | *310*  *(4.5%)* | *10*  *(1.1%)* | *320*  *(4.2%)* |
| **Total** | *6770(100%)* | *845(100%)* | *7615(100%)* |
| Table 1.5 compares the number of students that took the Gull Week exam to those that did not by academic rank. Juniors had the highest turnout for the exam (28.8% of test takers) and first-year students had the lowest turnout (20.5% of test takers) next to Non-Degree seeking students (1.2%). | | | |

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| **Table 1.6 *SU Student Test Taker Data by Race/Ethnicity*** | | | |
| **Race/Ethnicity** | **Non-Gull Week student** | **Gull Week student** | **Total** |
| **African-American** | *848*  *(12.5%)* | *116*  *(13.7%)* | *964*  *(12.7%)* |
| **American Ind/Alaska Native** | *31*  *(0.5%)* | *1*  *(0.1%)* | *32*  *(0.4%)* |
| **Asian** | *171*  *(2.5%)* | *28*  *(3.3%)* | *199*  *(2.6%)* |
| **Hispanic** | *273*  *(4.0%)* | *33*  *(3.9%)* | *306*  *(4.0%)* |
| **Native Hawaiian/Pacific Island** | *10*  *(0.1%)* | *1*  *(0.1%)* | *11*  *(0.1%)* |
| **NRA** | *153*  *(2.3%)* | *23*  *(2.7%)* | *176*  *(2.3%)* |
| **Two or more races** | *263*  *(3.9%)* | *29*  *(3.4%)* | *292*  *(3.8%)* |
| **White** | *4790*  *(70.8%)* | *585*  *(69.2%)* | *5375*  *(70.6%)* |
| **Unknown/Not specified** | *231*  *(3.4%)* | *29*  *(3.4%)* | *260*  *(3.4%)* |
| **Total** | *6770*  *(100.0%)* | *845*  *(100.0%)* | *7615*  *(100.0%)* |
| Table 1.6 examines the composition of GULL Week exam test-takers compared to students who did not participate in GULL Week testing by race/ethnicity. This comparison allows us to see if the sample of students who took GULL Week tests/assessments are comparable to the non-GULL Week student. African-American and Asian students represented a bigger percentage of Gull-Week test takers population (13.7% and 3.3% respectively) than they did as a part of the Salisbury University population (12.7% and 2.6% respectively). | | | |

**CBASE English and Social Studies Sample(s)**

Data from 127 Gull Week test takers were collected for the English CBASE Examination and 132 for the Social Studies CBASE Examination. Demographic, SAT, and cumulative grade comparisons were made to examine the similarities between the sampled students and all undergraduate students that did not take the English and Social Studies CBASE assessments. In addition, comparisons were made based on students’ academic rank, and first-time student status (SU native vs. transfer).

**CBASE English**

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| **Table 1.7 HS GPA, SAT, and Cumulative GPA Comparison (CBASE English)** | | | | |
|  | **CBASE English Test Taker** | | **Non-test taker Student** | |
| **N** | **Mean (SD)** | **N** | **Mean (SD)** |
| **High School GPA** | *61* | *3.35 (1.1)* | *3859* | *3.32(1.0)* |
| **SAT Verbal** | *87* | *530 (72)* | *4772* | *529(75)* |
| **SAT Math** | *87* | *546 (74)* | *4772* | *538(77)* |
| **Cumulative GPA** | *127* | *3.04 (.85)* | *7462* | *2.78(.98)* |
| Table 1.7 compares High School GPA, SAT Verbal, SAT Math, and Cumulative GPA in students that took the CBASE English exam and students that did not. | | | | |

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| **Table 1.8 Race/Ethnicity Comparison for Test-takers and Non-test-takers (CBASE English)** | | | |
| **Race/Ethinicity** | **CBASE English Test Taker** | **Non-Test taker Student** | **Total** |
| **African American** | *16*  *(12.6%)* | 940  *(12.6%)* | 964  *(12.7%)* |
| **American Ind/Alaska Native** | *0*  *(0.0%)* | 31  *(0.4%)* | 32  *(0.4%)* |
| **Asian** | *2*  *(1.6%)* | 196  *(2.6%)* | 199  *(2.6%)* |
| **Hispanic** | *5*  *(3.9%)* | 300  *(4.0%)* | 306  *(4.0%)* |
| **Native Hawaiian/Pacific IslandHH** | *0*  *(0.0%)* | 11  *(0.1%)* | 11  *(0.1%)* |
| **NRA** | *3*  *(2.4%)* | 172  *(2.3%)* | 176  *(2.3%)* |
| **Two or more races** | *3*  *(2.4%)* | 287  *(3.8%)* | 292  *(3.8%)* |
| **White** | *95*  *(74.8%)* | 5272  *(70.7%)* | 5375  *(70.6%)* |
| **Unknown/Not specified** | *3*  *(2.4%)* | 253  *(3.4%)* | 260  *(3.4%)* |
| **Total** | *127*  *(100.0%)* | 7462  *(100.0%)* | 7615  *(100.0%)* |
| Table 1.8 compares the number of students that took the CBASE English exam to those that did not by race/ethnicity. | | | |

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| **Table 1.9 Academic Rank Comparison (CBASE English)** | | | |
| **Academic Rank** | **CBASE English Test Taker** | **Non-Test Taker** | **Total** |
| **Freshmen** | *29* | *1149*  *(14.9%)* | *1153*  *(15.1%)* |
| **Sophomores** | *30* | *1600*  *(21.4%)* | *1643*  *(21.6%)* |
| **Juniors** | *40* | *2031*  *(27.2%)* | *2055*  *(27.0%)* |
| **Seniors** | *25* | *2400*  *(32.2%)* | *2444*  *(32.1%)* |
| **Non-Degree** | *3* | *317*  *(4.2%)* | *320*  *(4.2%)* |
| **Total** | *127*  *(100%)* | *7462*  *(100.0%)* | *7615*  *(100.0%)* |
| Table 1.9 compares the number of students that took the CBASE English exam to those that did not by academic rank. | | | |

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| **Table 2.1 Gender Comparison (CBASE English)** | | |
| **Gender** | **CBASE English Test Taker** | **Non-test taker** |
|  | **N (% of test-takers)** | **N** |
| **Male (1)** | *29*  *(22.8%)* | *3226(43.3%)* |
| **Female (2)** | *98*  *(77.2%)* | *4231(56.7%)* |
| **Total** | ***127***  ***(100.0%)*** | ***7457(100%)*** |

Table 2.1 compares the number of students that took the CBASE English exam to those that did not by gender.

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| **Table 2.2 First-time and Transfer Student Comparison (CBASE English)** | | | |
| **Classification** | **CBASE English Test Taker** | **Non -Test Taker** | **Total** |
| **Unknown** | *2*  *(1.6%)* | *230*  *(3.1%)* | *232*  *(3.0%)* |
| **First time Student** | *92*  *(72.4%)* | *4464*  *(59.8%)* | *4574*  *(60.1%)* |
| **Transfer** | *33*  *(26.0%)* | *2768*  *(37.1%)* | *2809*  *(357%)* |
| **Total** | *127*  *(100.0%)* | *7462*  *(100.0%)* | *7615*  *(100.0%)* |
| Table 2.2 compares the number of Gull Week test takers to non-test takers based on their first-time or transfer student status upon entry to SU. | | | |

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| **Table 2.3 Cumulative GPA by Academic Rank (CBASE English)** | | | | |
| **Academic Rank** | **CBASE English Test Taker** | | **Non-Test Taker** | |
|  | **N** | **MEAN(STD DEV)** | **N** | **MEAN(STD DEV)** |
| ***Freshmen\**** | *29*  *(23.0%)* | *2.48 (1.3)* | *1114* | *2.35(1.3)* |
| ***Sophomores\**** | *30*  *(24.0%)* | *3.06 (.87)* | *1600* | *2.69(1.0)* |
| ***Juniors*** | *40*  *(31.0%)* | *3.09 (.74)* | *2031* | *2.86(.86)* |
| ***Seniors\**** | *25*  *(20.0%)* | *3.23 (.41)* | *2400* | *3.10(.51)* |
| Table 2.3 compares Cumulative GPA by academic rank in students that took the CBASE English exam and students that did not. | | | | |

**CBASE Social Studies**

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| **Table 2.4 HS GPA, SAT, and Cumulative GPA Comparison (CBASE Social Studies)** | | | | |
|  | **CBASE Social Studies Test Taker** | | **Non-test taker Student** | |
| **N** | **Mean (SD)** | **N** | **Mean (SD)** |
| **High School GPA** | *82* | *3.45(.93)* | *3859* | *3.32(1.0)* |
| **SAT Verbal** | *99* | *520(71)* | *4772* | *529(75)* |
| **SAT Math** | *99* | *538(84)* | *4772* | *538(77)* |
| **Cumulative GPA** | *132* | *2.93(.86)* | *7462* | *2.78(.98)* |
| Table 2.4 compares High School GPA, SAT Verbal, SAT Math, and Cumulative GPA in students that took the CBASE Social Studies exam and students that did not. | | | | |

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| **Table 2.5 Race/Ethnicity Comparison for Test-takers and Non-test-takers (CBASE Social Studies)** | | | |
| **Race/Ethnicity** | **CBASE Social Studies Test Taker** | **Non-Test taker Student** | **Total** |
| **African American** | *25*  *(18.9%)* | 940  *(12.6%)* | 964  *(12.7%)* |
| **American Ind/Alaska Native** | *0*  *(0.00%)* | 31  *(0.4%)* | 32  *(0.4%)* |
| **Asian** | *6*  *(4.5%)* | 196  *(2.6%)* | 199  *(2.6%)* |
| **Hispanic** | *7*  *(5.3%)* | 300  *(4.0%)* | 306  *(4.0%)* |
| **Native Hawaiian/Pacific IslandHH** | *0*  *(0.0%)* | 11  *(0.1%)* | 11  *(0.1%)* |
| **NRA** | *2*  *(1.5%)* | 172  *(2.3%)* | 176  *(2.3%)* |
| **Two or more races** | *7*  *(5.3%)* | 287  *(3.8%)* | 292  *(3.8%)* |
| **White** | *82*  *(62.1%)* | 5272  *(70.7%)* | 5375  *(70.6%)* |
| **Unknown/Not specified** | *3*  *(2.3%)* | 253  *(3.4%)* | 260  *(3.4%)* |
| **Total** | *132*  *(100.0%)* | 7462  *(100.0%)* | 7615  *(100.0%)* |
| Table 2.5 compares the number of students that took the CBASE Social Studies exam to those that did not by race/ethnicity. | | | |

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| **Table 2.6 Academic Rank Comparison (CBASE Social Studies)** | | | |
| **Academic Rank** | **CBASE Social Studies Test Taker** | **Non-Test Taker** | **Total** |
| **Freshmen** | *21*  *(15.9%)* | *1149*  *(14.9%)* | *1153*  *(15.1%)* |
| **Sophomores** | *26*  *(19.7%)* | *1600*  *(21.4%)* | *1643*  *(21.6%)* |
| **Juniors** | *50*  *(37.9%)* | *2031*  *(27.2%)* | *2055*  *(27.0%)* |
| **Seniors** | *35*  *(26.5%)* | *2400*  *(32.2%)* | *2444*  *(32.1%)* |
| **Non-Degree** | *0*  *(0.0%)* | *317*  *(4.2%)* | *320*  *(4.2%)* |
| **Total** | *132*  *(100.0%)* | *7462*  *(100.0%)* | *7615*  *(100.0%)* |
| Table 2.6 compares the number of students that took the CBASE Social Studies exam to those that did not by academic rank. | | | |

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| **Table 2.7 Gender Comparison (CBASE Social Studies)** | | |
| **Gender** | **CBASE Social Studies Test Taker** | **Non-test taker** |
|  | **N (% of test-takers)** | **N** |
| **Male (1)** | *50(37.9%)* | *3226(43.3%)* |
| **Female (2)** | *82(62.1%)* | *4231(56.7%)* |
| **Total** | ***132(100%)*** | ***7457(100%)*** |
| Table 2.7 compares the number of students that took the CBASE Social Studies exam to those that did not by gender. | | |

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| **Table 2.8 First-time and Transfer Student Comparison (CBASE Social Studies)** | | | |
| **Classification** | **CBASE Social Studies Test Taker** | **Non -Test Taker** | **Total** |
| **Unknown** | *0*  *(0.0%)* | *230*  *(3.1%)* | *232*  *(3.0%)* |
| **First time Student** | *98*  *(78.4%)* | *4464*  *(59.8%)* | *4574*  *(60.1%)* |
| **Transfer** | *34*  *(25.8%)* | *2768*  *(37.1%)* | *2809*  *(357%)* |
| **Total** | *132*  *(100.0%)* | *7462*  *(100.0%)* | *7615*  *(100.0%)* |
| Table 2.8 compares the number of Gull Week test takers to non-test takers based on their first-time or transfer student status upon entry to SU. | | | |

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| **Table 2.9 Cumulative GPA by Academic Rank (CBASE Social Studies)** | | | | |
| **Academic Rank** | **CBASE Social Studies Test Taker** | | **Non-Test Taker** | |
|  | **N** | **MEAN(STD DEV)** | **N** | **MEAN(STD DEV)** |
| ***Freshmen*** | *21*  *(15.9%)* | *2.76 (1.0)* | *1114* | *2.35(1.3)* |
| ***Sophomores*** | *26*  *(19.7%)* | *2.81(1.1)* | *1600* | *2.69(1.0)* |
| ***Juniors*** | *50*  *(37.9%)* | *2.91 (.81)* | *2031* | *2.86(.86)* |
| ***Seniors*** | *35*  *(26.5%)* | *3.23(.85)* | *2400* | *3.10(.51)* |
| Table 2.9 compares Cumulative GPA by academic rank in students that took the CBASE Social Studies exam and students that did not. | | | | |

**Results**

**Social Studies**

**Reliability Estimates**

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| **Reliability Estimates for Social Studies CBASE** | |
| **KR-20** | **.803** |
| **KR-21** | **.791** |
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**Performance**

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| **Table 3.1 Average Scores for Social Studies CBASE by Cluster** | | | | | |
|  | **N** | **Min** | **Max** | **Mean** | **SD** |
| ***Cluster History*** | 132 | 177 | 383 | 272.82 | 49.03 |
| **World Events** | 132 | 180 | 379 | 281.72 | 44.25 |
| **U.S. Events** | 132 | 178 | 370 | 276.38 | 49.21 |
| ***Cluster Social Sciences*** | 132 | 138 | 399 | 264.58 | 57.17 |
| **Geography** | 132 | 160 | 368 | 280.36 | 54.47 |
| **Political /Econ Structures** | 132 | 133 | 361 | 273.94 | 52.56 |
| **Social Science Procedures** | 132 | 165 | 370 | 270.67 | 49.42 |
| Table 3.1 Social Studies (CBASE) average scores across clusters. Students performed best in the World Events cluster followed closely by Geography. Interestingly, the Geography section was noted as the least aligned with the General Education outcomes. | | | | | |

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| **Table 3.2 Average Score for Social Studies CBASE by Cluster and Academic Rank** | | | | | | | |
| **Academic Rank** | ***Cluster History*** | **World Events** | **U.S. Events** | ***Cluster Social Sciences*** | **Geography** | **Political/Econ Structures** | **Social Science Procedures** |
| ***Freshmen*** | 260.67 | 270.33 | 282.76 | 271.00 | 262.81 | ***292.24*** | 263.52 |
| ***Sophomores*** | 265.58 | ***277.96*** | ***290.46*** | 276.92 | 264.08 | 276.00 | 280.15 |
| ***Juniors*** | 258.18 | 271.96 | 280.26 | 276.92 | 256.18 | 270.04 | 268.76 |
| ***Seniors*** | ***270.80*** | 271.71 | 276.69 | ***278.43*** | ***278.03*** | 291.20 | ***282.97*** |
| Table 3.2 Social Studies (CBASE) average scores across cluster by academic rank. | | | | | | | |

**English**

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| **Table 3.3 Average Scores for English CBASE by Cluster** | | | | | |
|  | **N** | **Min** | **Max** | **Mean** | **SD** |
| ***Cluster Reading & Literature*** | 126 | 123 | 380 | 259.89 | 52.50 |
| **Critical Reading** | 127 | 140 | 363 | 265.18 | 51.09 |
| **Analytical Reading** | 127 | 161 | 367 | 275.73 | 54.03 |
| **Literature** | 127 | 188 | 380 | 275.98 | 37.25 |
| ***Cluster Writing*** | 127 | 138 | 386 | 278.58 | 47.90 |
| **Writing as a Process** | 127 | 171 | 370 | 284.27 | 42.19 |
| **Conventions of Written English** | 127 | 155 | 363 | 285.02 | 48.46 |
| Table 3.1 English (CBASE) average scores across clusters. Students performed best in the Writing Cluster followed closely by both Literature Skills and the Reading & Literature Cluster. | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 3.2 Average Score for English CBASE by Cluster and Academic Rank** | | | | | | | |
| **Academic Rank** | ***Cluster Reading & Literature*** | **Critical Reading** | **Analytical Reading** | **Literature** | ***Cluster Writing*** | **Writing as a Process** | **Conventions of Written English** |
| ***Freshmen*** | 262.38 | 268.07 | 276.90 | 280.66 | 284.76 | ***289.83*** | 287.83 |
| ***Sophomores*** | 263.77 | ***270.07*** | 276.80 | ***280.67*** | ***294.80*** | 289.13 | ***304.00*** |
| ***Juniors*** | 256.75 | 264.50 | 271.65 | 276.23 | 266.08 | 278.10 | 272.67 |
| ***Seniors*** | ***266.08*** | 265.32 | ***286.36*** | 266.80 | 271.91 | 285.65 | 274.64 |
| Table 3.2 English (CBASE) average scores across cluster by academic rank. | | | | | | | |