

CAAP

Content Analysis Report

University of Nebraska at Kearney

Institution Code: 2468

Institution Type: 4-Year

Subgroup: none

Test Date: Fall 2007

Normative Group: National 4-year Colleges

Introduction

This report provides information intended to help postsecondary institutions better identify specific content areas in which their students are strong or weak relative to a normative group of students.

| Results within this report are generated after several crucial steps: | For each CAAP test that your students have taken: |
|---|---|
| <p>1. Students in both the local and normative groups (or, cohorts) are classified into proficiency groups according to whether scale scores for a given CAAP test were in the top 25%, middle 50%, or bottom 25% of their cohort.</p> <p>2. For each CAAP test that a given student has taken (e.g., Mathematics, Reading, Writing Skills, Science, or Critical Thinking), item responses (correct or incorrect) are used to compute the percentage of items answered correctly within each content category.</p> <p>3. For each student proficiency group, students' percent-correct scores on items within content categories are then averaged, resulting in the percent of items correctly answered. This information is presented in this report's figures.</p> | <p>1. Results for content categories are presented separately for the normative group and local cohorts of students. Note that the normative group represents students who have tested using a specific CAAP test form within the past three years. Local and normative group percents enable you to compare your students' performance to that of users in the normative group.</p> <p>2. In this report's figures, proficiency group results are presented adjacent to one another. This enables you to compare content category performance for your students among levels of proficiency.</p> <p>3. Results reflect major content categories within each CAAP test. For instance, the CAAP Reading test is composed of Referring Skills and Reasoning Skills content categories. Through a comparison of the percent of items correct across content categories, you can determine your students' relative strengths and weaknesses for each specific content category.</p> |

Critical Thinking

The CAAP Critical Thinking Test is a 32-item test that measures students' skills in analyzing, evaluating, and extending arguments. An argument is defined as a sequence of statements that includes a claim that one of the statements, the conclusion, follows from the other statements. The test presents arguments using a variety of formats, including case studies, debates, dialogues, overlapping positions, statistical arguments, experimental results, and editorials. Arguments are embedded in issues that are likely to be encountered in a postsecondary curriculum.

Executive Summary

This report contains results from CAAP Critical Thinking form 88-B. Valid scores were obtained for 367 students. Table C-1 below shows differences in percentages between the local and normative groups. Differences with magnitudes less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively. Negative differences indicate areas where local students had more difficulty with content category items than did the normative group, whereas positive differences indicate that local students found items easier than did the normative group.

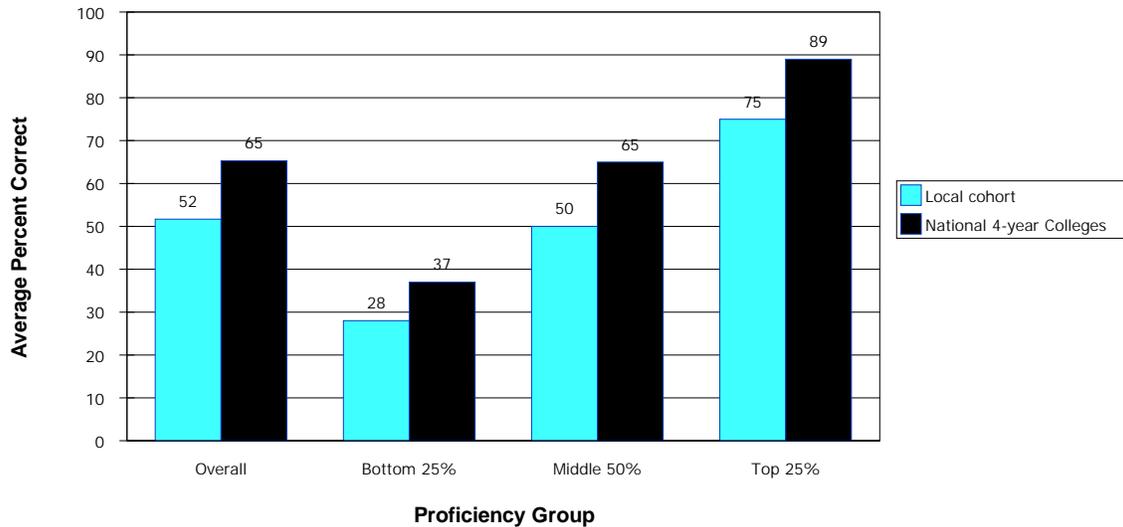
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Table C-1: Critical Thinking Comparison Highlights

| Content Category | Local-Normative Group Differences in Percent Correct | | |
|-------------------------|--|------------|---------|
| | Bottom 25% | Middle 50% | Top 25% |
| Analysis of Arguments | - 9% | -15% | -14% |
| Evaluation of Arguments | 8% | 8% | 3% |
| Extension of Arguments | 7% | 3% | - 1% |

Critical Thinking Content Area: Analysis of Arguments

Figure C-1: Average Percent of Correct Answers in Analysis of Arguments



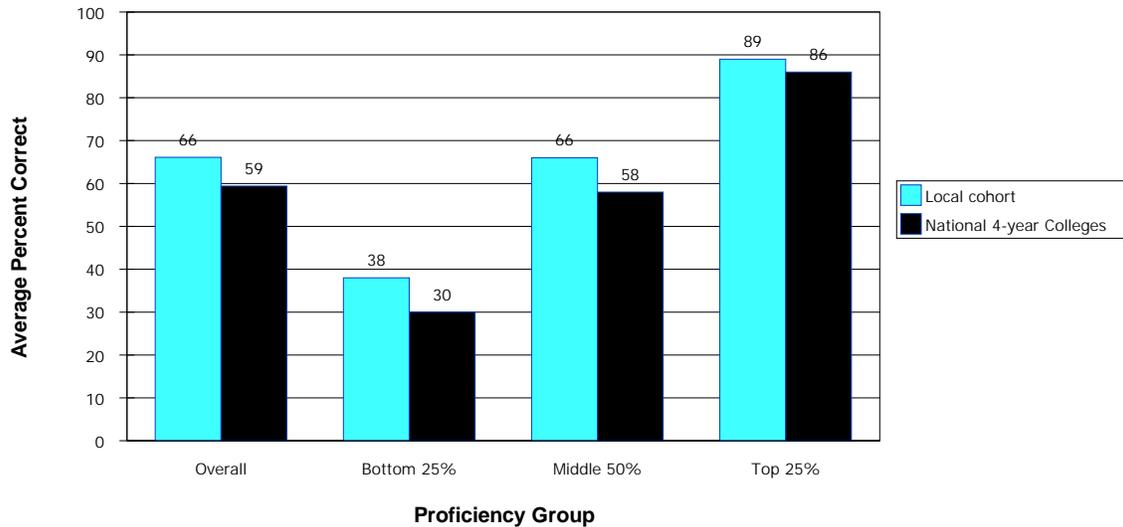
Interpretation Guide

The results in Figure C-1 are based on your students' responses to the Analysis of Arguments items on the CAAP Critical Thinking test. There are 18 items in this content category, constituting approximately 56% of the Critical Thinking test. Items in this category assess the students' ability to identify essential elements of an argument, including hypotheses, premises, and conclusions, and also their ability to identify logical fallacies, exaggerated claims, unstated assumptions, analogies, and multiple points of view. Students are also tested regarding their ability to analyze the structure of arguments, including their ability to distinguish between statements of fact and opinion, to make judgments about equivalent and nonequivalent statements, and to recognize inductive and deductive arguments and supported and unsupported claims. Also tested is students' ability to recognize patterns and sequences of arguments, including their ability to see relationships of premises, subarguments, and subconclusions to the overall argument.

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Critical Thinking scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

Critical Thinking Content Area: Evaluation of Arguments

Figure C-2: Average Percent of Correct Answers in Evaluation of Arguments



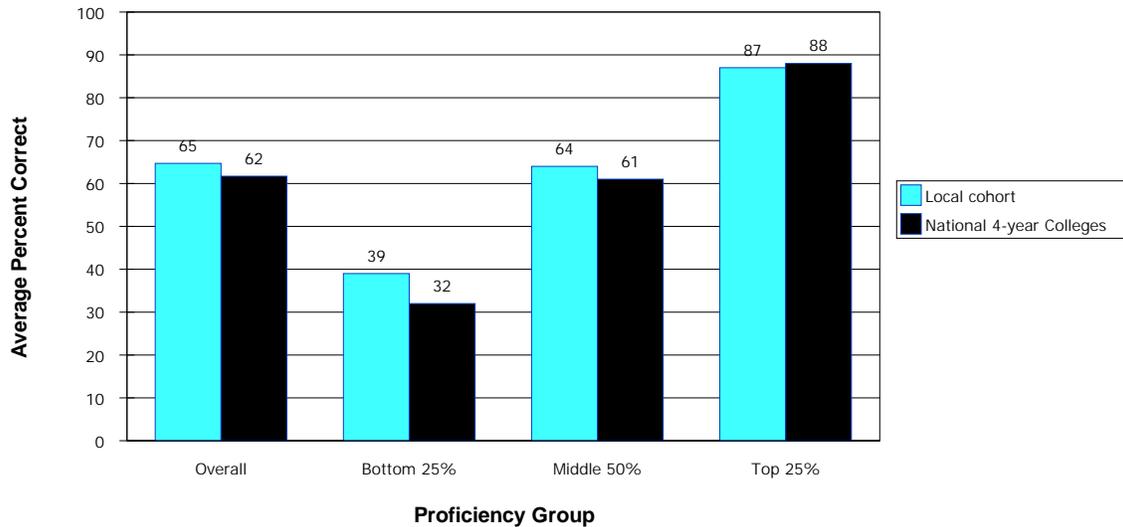
Interpretation Guide

The results in Figure C-2 are based on your students' responses to the Evaluation of Arguments items on the CAAP Critical Thinking test. There are eight items in this content category, constituting approximately 25% of the Critical Thinking test. Items in this category assess the students' ability to evaluate information on the basis of its consistency, relevance, and accuracy, and to make judgments about its sufficiency. In addition, students are assessed in their ability to evaluate replies to arguments on the basis of their intent, appropriateness, and strength.

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Critical Thinking scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

Critical Thinking Content Area: Extension of Arguments

Figure C-3: Average Percent of Correct Answers in Extension of Arguments



Interpretation Guide

The results in Figure C-3 are based on your students' responses to the Extension of Arguments items on the CAAP Critical Thinking test. There are six items in this content category, constituting approximately 19% of the Critical Thinking test. Items in this category assess students' skills in using given premises to reach related conclusions and in recognizing the scope of application of arguments. Students' ability to develop or recognize arguments that are based on analogies is also assessed. Some items in this category also assess students' understanding of how modifications to an argument can strengthen or weaken the argument or resolve conflicts within the argument.

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Critical Thinking scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.