ETS iSkills

Listening. Learning. Leading.

AGGREGATE TASK PERFORMANCE FEEDBACK REPORT

Phoenix College

PC Students as Compared to All Students Tested

Version: Core Level

This report shows the number and percentage of students in your students reporting group who achieved the *highest score* for each of the components of the tasks and skills areas. The percentage of students from the reference group achieving the highest score of each of the components is also presented.

Important notice: Statistics computed for small numbers of students (e.g., 50 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

Students who completed fewer than 4 tasks, or spent less than 10 minutes, in either of the two sections of the test are *excluded* from this report.

YOUR STUDENTS	
Closed Session(s)	Combined
Gender(s)	All
Major(s)	All[1]
Class(es)	All[2]
Examinees	418 selected, 383 reported
REFERENCE GROUP	
Examinees	2079 from all years

[1] **Majors** include Agriculture or Natural Resources; Architecture or Environmental Design; Arts: Visual or Performing; Biological Sciences; Business; Communications; Computer or Information Sciences; Education; Engineering; English Language and Literature; Foreign or Classical Languages; Health Services; Home Economics; Library Sciences; Mathematics; Military Sciences; Philosophy, Religion, or Theology; Physical Sciences; Public Affairs and Services; Social Sciences and History; Technical and Vocational; Other and Undecided

[2] **Classes** include 10th grade; 11th grade; 12th grade; College Freshman; College Sophomore; College Junior; College Senior; Grad Student and Other

What students were asked to do	Feedback on highest-scoring response	# of your students who provided highest-scoring response	% of your students who provided highest-scoring response	% in reference group who provided highest-scoring response
DEFINE Skill Area				
Choose a research topic according to specific criteria and explain your choice (Finding a Topic: *Vietnam Project*)	You chose a research topic that fulfilled all of the criteria given	140 of 383	37%	44%
	You correctly reported the criteria fulfilled by the research topic selected	80 of 383	21%	28%
Answer three questions to clarify a research project (Clarifying a Project: *CollegeFund*)	You selected the best initial question to help clarify the project	282 of 383	74%	79%
	You selected the best database variable to provide useful information for the project	242 of 383	63%	67%
	You chose the best research question	212 of 383	55%	59%
ACCESS Skill Area				
Search a store's database in response to a customer's inquiry (Finding an Item: *Veni Video Vici*)	You chose the correct store database on your first search	340 of 383	89%	92%
	You chose the best search expression for the category selected	297 of 383	78%	86%
	You selected all of the appropriate items for the customer	142 of 383	37%	58%
	You did not select any inappropriate items for the customer	69 of 383	18%	29%
Locate two Web pages for a research project (Finding Information: *Living Wage Debate*)	You used search terms that were precise and useful in your Web searches	166 of 383	43%	54%
	You received a high percentage of relevant returns in one or two searches	29 of 383	8%	8%

EVALUATE Skill Area				
Evaluate a database in order to determine its usefulness for a project about opposing viewpoints (Evaluating a Database: *Privacy and the Media*)	You evaluated the database correctly and selected sources with authority and objectivity	161 of 383	42%	58%
	You selected current sources from the database	165 of 383	43%	47%
	You selected relevant sources from the database	132 of 383	34%	43%
	You correctly determined whether the database was useful for your project and selected the best articles	81 of 383	21%	31%
	You correctly evaluated the usefulness of the database without needing explicit criteria	276 of 383	72%	78%
Judge the usefulness of Web pages for a research project (Finding Information: *Living Wage Debate*)	You selected the best Web pages to visit the first time they were returned in a Web search	80 of 383	21%	18%
	You chose the best Web pages as most useful for the research project	11 of 383	3%	6%
	You judged Web pages correctly with regard to relevance	40 of 383	10%	11%
	You judged Web pages correctly with regard to authority	40 of 383	10%	20%
	You judged Web pages correctly with regard to point of view	152 of 383	40%	52%
	You judged Web pages correctly with regard to currency	114 of 383	30%	43%
Judge the probable usefulness of sites returned in a Web search for a particular research topic (Evaluating Search Results: *Horse Farm*)	You selected the best sites for the research topic	154 of 383	40%	55%
	You judged sites correctly with regard to authority	189 of 383	49%	64%
	You judged sites correctly with regard to bias	187 of 383	49%	60%
	You judged sites correctly with regard to currency	180 of 383	47%	67%
MANAGE Skill Area				
Fill in an organizational chart to reflect the structure of a new business (Creating a Chart: *New Business*)	You represented all required elements in the organizational chart	216 of 383	56%	72%
	You represented all elements in the right relationships	191 of 383	50%	67%
	You appropriately deleted unused cells	167 of 383	44%	66%
Organize files into folders on a hard drive (Managing Files: *Electronic Game Company*)	You moved all files into proper folders	52 of 383	14%	19%
	You deleted all unnecessary folders	104 of 383	27%	34%
INTEGRATE Skill Area				
Fill out a spreadsheet in order to determine the season records of teams in a volleyball league (Keeping Records: *Volleyball League*)	You selected proper headings for spreadsheet rows and columns	195 of 383	51%	64%
	You represented information in spreadsheet cells accurately	198 of 383	52%	67%
	You accurately interpreted the information presented	203 of 383	53%	66%
Complete a table comparing potential checking accounts according to specific criteria (Summarizing Emails: *Checking Account*)	You selected correct column headings for the table	121 of 383	32%	34%
	You accurately represented information in the table	151 of 383	39%	50%
	You ranked the checking accounts correctly	199 of 383	52%	56%
CREATE Skill Area				
Create a data display (Creating a Graph: *Music Trends*)	You selected the necessary content for the data display	181 of 383	47%	63%
	You organized the layout of the data display logically and effectively	255 of 383	67%	80%
	You created the data display very efficiently	246 of 383	64%	78%
	You drew a correct conclusion based on the data display	277 of 383	72%	83%
Create a slide for a group presentation (Creating a Slide: *Jupiter's Moon*)	You chose the best layout to create the slide	151 of 383	39%	55%
	You chose the best title for the slide	200 of 383	52%	67%
	You chose the best text for the slide	12 of 383	3%	6%
	You chose the best image for the slide	181 of 383	47%	65%
	You formatted the finished slide effectively	68 of 383	18%	31%

COMMUNICATE Skill Area				
Select and organize slides for two distinct presentations to different audiences (Choosing Presentation Slides: *U-Serve*)	You selected the best slides and titles for the first presentation	14 of 383	4%	9%
	You sequenced the slides correctly for the first presentation	85 of 383	22%	27%
	You selected the best slides and titles for the second presentation	40 of 383	10%	20%
	You sequenced the slides correctly for the second presentation	101 of 383	26%	36%
	You made a correct decision regarding the delivery mode for the two presentations	134 of 383	35%	42%
	You indicated an awareness of the different needs of the two audiences	7 of 383	2%	2%
Select the best way to advertise products to users of an electronic mailing list (Communicating to a Group: *Mystery Fiction Mailing List*)	You correctly analyzed the key details of all the advertisements	127 of 383	33%	49%
	You correctly applied the mailing list policy to the advertisements	42 of 383	11%	21%
	You chose an advertisement with language and tone suitable for the audience	259 of 383	68%	72%
	You selected the best advertisement for the mailing list	243 of 383	63%	67%

DEFINITIONS OF ICT LITERACY SKILL AREAS

DEFINE — Understand and articulate the scope of an information problem in order to facilitate the electronic search for information, such as by
- Distinguishing a clear, concise, and topical research question from poorly framed questions, such as ones that are overly broad or do not otherwise fulfill the information need
- Asking questions of a ⬜professor⬜ that help disambiguate a vague research assignment
- Conducting effective preliminary information searches to help frame a research statement

ACCESS — Collect and/or retrieve information in digital environments. Information sources might be web pages, databases, discussion groups, e-mail, or online descriptions of print media. Tasks include
- Generating and combining search terms (keywords) to satisfy the requirements of a particular research task
- Efficiently browsing one or more resources to locate pertinent information
- Deciding what types of resources might yield the most useful information for a particular need

EVALUATE — Judge whether information satisfies an information problem by determining authority, bias, timeliness, relevance, and other aspects of materials. Tasks include
- Judging the relative usefulness of provided web pages and online journal articles
- Evaluating whether a database contains appropriately current and pertinent information
- Deciding the extent to which a collection of resources sufficiently covers a research area

MANAGE — Organize information to help you or others find it later, such as by
- Categorizing e-mails into appropriate folders based on a critical view of the e-mails' contents
- Arranging personnel information into an organizational chart
- Sorting files, e-mail's, or database returns to clarify clusters of related information

INTEGRATE — Interpret and represent information, such as by using digital tools to synthesize, summarize, compare, and contrast information from multiple sources while
- Comparing advertisements, e-mails, or websites from competing vendors by summarizing information into a table
- Summarizing and synthesizing information from a variety of types of sources according to specific criteria in order to compare information and make a decision
- Re-representing results from an academic or sports tournament into a spreadsheet to clarify standings and decide the need for playoffs

CREATE — Adapt, apply, design, or construct information in digital environments, such as by
- Editing and formatting a document according to a set of editorial specifications
- Creating a presentation slide to support a position on a controversial topic
- Creating a data display to clarify the relationship between academic and economic variables

COMMUNICATE — Disseminate information tailored to a particular audience in an effective digital format, such as by
- Formatting a document to make it more useful to a particular group
- Transforming an e-mail into a succinct presentation to meet an audience's needs
- Selecting and organizing slides for distinct presentations to different audiences
- Designing a flyer to advertise to a distinct group of users