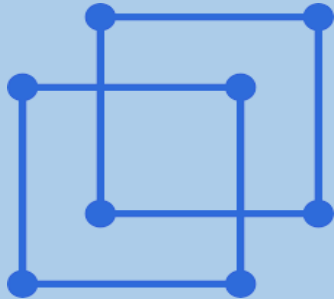




HEIghten[®]

with Official Content from ETS

Written Communication Assessment



Measuring social,
conceptual, language, and
writing dimensions

2025 Territorium HEIghten Written Communication Report

Faith Baptist Bible College

Administered April 8, 2025

Current Year Report Data

Scoring Guide

Year-to-Year Comparison Tables

Executive Summary

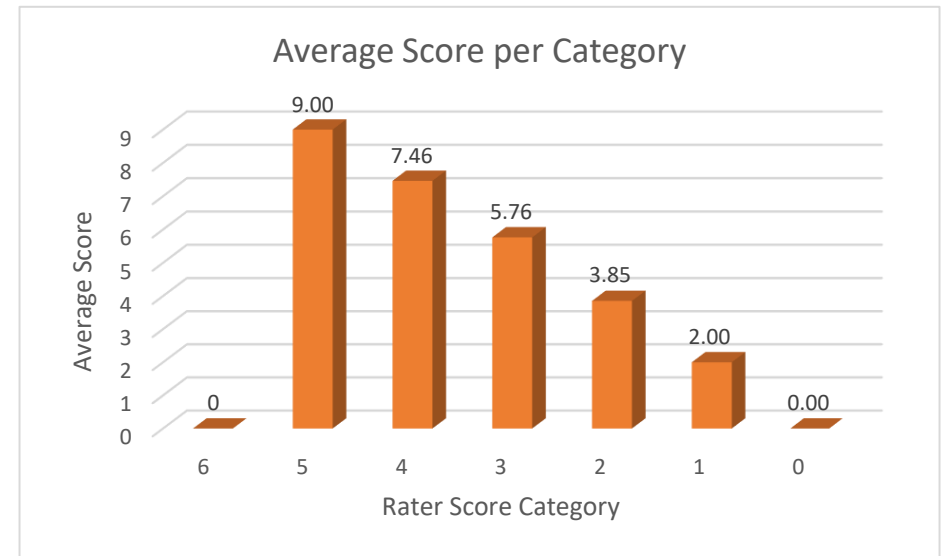
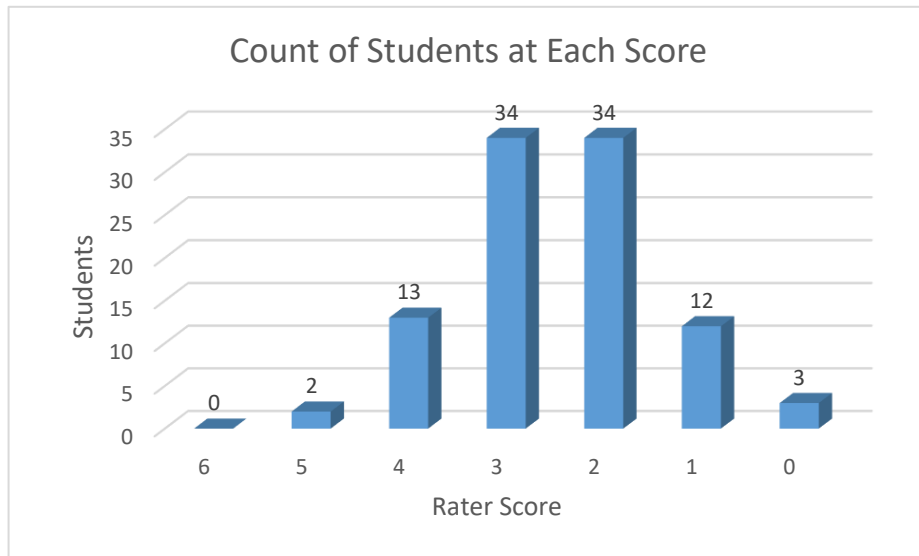
HEIghten Written Communication Assessment Score Reports

Total Number of Students:	98
Percentage of Test Completed	
# of Students completing 100%:	95
# of Students completing 96%:	2
# of Students completing 36%:	1

Students w/ Extended Time Allotted:	
No extended Time:	92
Extended Time:	6

Direct Writing Measure Scores:			
Overall Average Score:			4.76
Rater Score		Count	Avg. Score
Outstanding	6	(11-12)	0
Strong	5	(9-10)	2
Adequate	4	(7-8)	13
Limited	3	(5-6)	34
Seriously Flawed	2	(3-4)	34
Fundamentally Deficient	1	(1-2)	12
	0	0	3
			0.00

Rater Score Scale of 0-6



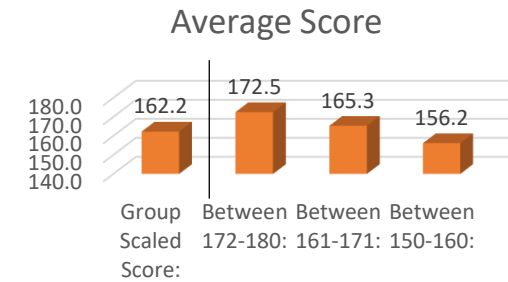
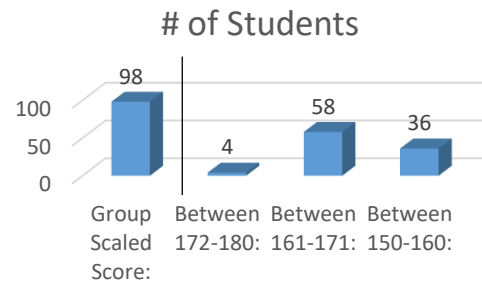
Proficiency Level Total:	
	Count
Developing:	62
Proficient:	32
Advanced:	4

Based on the learner's overall scaled score and direct writing measure. (See explanation on page 5-6)

HEIghten Written Communication Assessment Score Reports

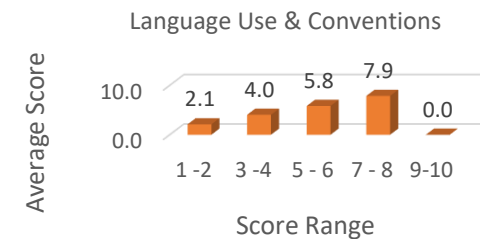
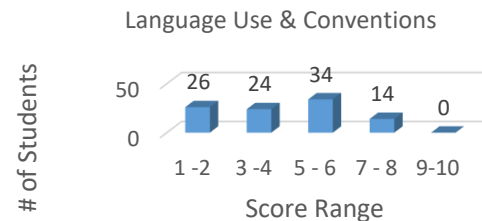
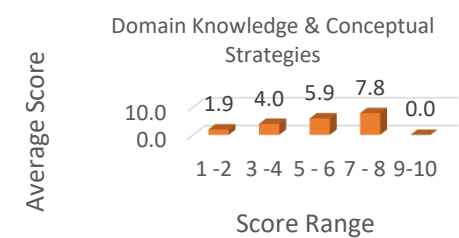
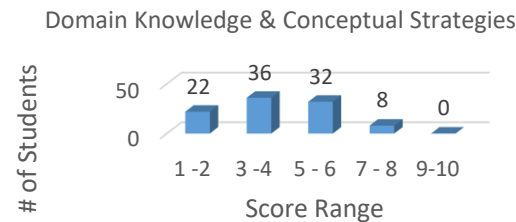
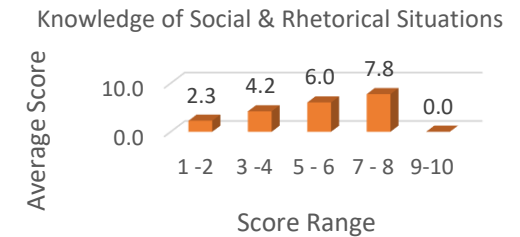
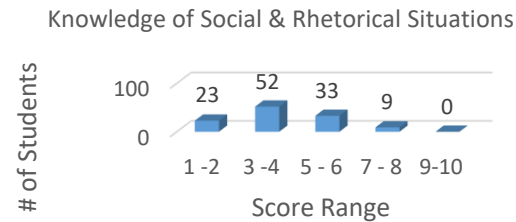
Total Scaled Score:		
	# of Students	Average Score
Group Scaled Score:	98	162.2
Between 172-180:	4	172.5
Between 161-171:	58	165.3
Between 150-160:	36	156.2

Scale of 150-180



Subscores:			
	Score Range	# of Students	Average Score
Knowledge of Social and Rhetorical Situations	1 - 2	23	2.3
	3 - 4	52	4.2
	5 - 6	33	6.0
	7 - 8	9	7.8
	9-10	0	0.0
Domain Knowledge and Conceptual Strategies	1 - 2	22	1.9
	3 - 4	36	4.0
	5 - 6	32	5.9
	7 - 8	8	7.8
	9-10	0	0.0
Knowledge of Language Use and Conventions	1 - 2	26	2.1
	3 - 4	24	4.0
	5 - 6	34	5.8
	7 - 8	14	7.9
	9-10	0	0.0

Scale of 1-10



HEIghten Written Communication Assessment Scoring Guide

The HEIghten Written Communication direct writing measure essay is scored on a holistic scale according to the criteria below. Each essay receives two scores on a 0 to 6 scale, one score from a human reader and one score from the e-rater.

A single score from 0 to 12 is reported for the Direct Writing Measure.

6 (11 to 12 Total Score) — OUTSTANDING

A rater score of 6 (11 to 12 total score) demonstrates cogent development of a position and conveys meaning skillfully. A typical response in this category:

- articulates a clear and insightful position on the claim in the stimulus
- develops the position fully with compelling reasons and/or persuasive examples
- sustains a well-focused, well-organized discussion, connecting ideas logically
- conveys ideas fluently and precisely, using effective vocabulary and sentence variety
- clearly demonstrates facility with the conventions of standard written English, but may have minor errors

5 (9 to 10 Total Score) — STRONG

A rater score of 5 demonstrates thoughtful development of a position and conveys meaning clearly. A typical response in this category:

- presents a clear and well-considered position on the claim in the stimulus
- develops the position with logically sound reasons and/or well-chosen examples
- is focused and generally well organized, connecting ideas appropriately
- conveys ideas clearly and well, using appropriate vocabulary and sentence variety
- demonstrates facility with the conventions of standard written English, but may have minor errors

4 (7 to 8 Total Score) — ADEQUATE

A rater score of 4 response demonstrates competent development of a position and conveys meaning with acceptable clarity. A typical response in this category:

- presents a clear position on the claim in the stimulus
- develops the position with relevant reasons and/or examples
- is adequately focused and organized
- demonstrates sufficient control of language to convey ideas with acceptable clarity
- generally demonstrates control of the conventions of standard written English, but may have some errors

HElghten Written Communication Assessment Scoring Guide

3 (5 to 6 Total Score) — LIMITED

A rater score of 3 response demonstrates some competence in developing a position and in conveying meaning, but is obviously flawed. A typical response in this category exhibits one or more of the following characteristics:

- is vague or limited in presenting or developing a position on the claim in the stimulus
- is weak in the use of relevant reasons or examples or relies largely on unsupported claims
- is limited in focus and/or organization
- has problems in language and sentence structure that result in a lack of clarity
- contains occasional major errors or frequent minor errors in grammar, usage or mechanics that can interfere with meaning

2 (3 to 4 Total Score) — SERIOUSLY FLAWED

A rater score of 2 response demonstrates serious weaknesses in written communication. A typical response in this category exhibits one or more of the following characteristics:

- is unclear or seriously limited in presenting or developing a position on the claim in the stimulus
- provides few, if any, relevant reasons or examples in support of its claims
- is poorly focused and/or poorly organized
- has serious problems in language and sentence structure that frequently interfere with meaning
- contains serious errors in grammar, usage or mechanics that frequently obscure meaning

1 (1 to 2 Total Score) — FUNDAMENTALLY DEFICIENT

A rater score of 1 response demonstrates fundamental deficiencies in written communication. A typical response in this category exhibits one or more of the following characteristics:

- provides little or no evidence of understanding the claim in the stimulus
- provides little evidence of the ability to develop an organized response (e.g., is disorganized and/or extremely brief)
- has severe problems in language and sentence structure that persistently interfere with meaning
- contains pervasive errors in grammar, usage or mechanics that result in incoherence

0 (0 Total Score)

A rater score of 0 is indicative of off topic (provides no evidence of an attempt to respond to the assigned task), is in a foreign language, merely copies the topic, consists of only keystroke characters or is illegible, nonverbal or blank.

HElghten Written Communication Assessment Scoring Guide

Basic Statistical Information for HElghten Scores

Module	Scores	Subscores
Written Communication	Scale of 150-180	Scale of 1-10
	Proficiency Level Descriptions*:	·Knowledge of Social & Rhetorical Situations
	Developing, Proficient, Advanced	·Knowledge of Conceptual Strategies
		·Knowledge of Language Use & Conventions
		Direct Writing Measure range 0 to 12

***Proficiency Level Descriptions**

Assessment Module	Developing	Proficient	Advanced
Written Communication	150–160	161–171	172–180

For Written Communication, both the assessed learner's overall score and direct writing measure score contribute to the proficiency level achieved. The selected-response and constructed-response items measure two distinct aspects of writing, with the former assessing the learner's knowledge of writing concepts and the second requiring that knowledge be put into practice. Therefore, assessed learners with essay scores of 5 or below are classified as Developing regardless of their overall score. Similarly, assessed learners with an overall score at or below 160 are also always classified as Developing, regardless of their essay score. Assessed learners with overall scores between 161 and 171 and essay scores of 6 or above are classified as Proficient. Finally, learners with total scores of 172 or above and essay scores of 6 or above are classified as Advanced.

HElghten Written Communication Assessment Scoring Guide

Advanced	Proficient	Developing
<i>A typical student at the advanced level has demonstrated:</i>	<i>A typical student at the proficient level has demonstrated:</i>	<i>A typical student at the developing level may sometimes:</i>
the ability to compose or revise texts to successfully meet demands of purpose, audience, context, and task.	the ability to, for familiar tasks and genres, compose or revise texts to meet demands of purpose, audience, context and task.	have difficulty meeting demands of purpose, audience, context and task, even for familiar tasks and genres.
the ability to successfully adhere to genre conventions such as argument and exposition/explanation in writing or revising texts.	the ability to adhere to genre conventions such as argument and exposition/explanation in writing or revising texts.	have difficulty adhering to genre conventions such as argument and exposition/explanation in writing or revising texts.
the ability to easily navigate source texts in different genres and rhetorical modes.	the ability to navigate source texts in different genres and rhetorical modes.	not be able to navigate source texts in different genres and rhetorical modes.
the ability to successfully incorporate or recognize the use of appropriate information from multiple source texts representing different genres to support their ideas.	the ability to incorporate or recognize the use of appropriate information from source texts to support their ideas.	not consistently incorporate or recognize the use of appropriate information from source texts to support ideas.
the ability to accurately represent a source's meaning, effectively using summary, paraphrase and quotation, and to use or recognize appropriate citations.	the ability to represent a source's meaning with general accuracy, using summary, paraphrase and quotation appropriately, and to use or recognize citations.	not be able to represent a source's meaning with general accuracy or use summary, paraphrase and quotation appropriately, and may have trouble with citations.
the ability to fully develop ideas or recognize the development of ideas using compelling reasons, examples and evidence.	the ability to develop ideas or recognize the development of ideas using sufficient reasons, examples and evidence.	have difficulty developing ideas or recognizing the development of ideas using valid reasons and appropriate examples and evidence.
the ability to effectively present ideas or recognize the effective presentation of ideas in an organized, logical and coherent sequence in order to make complex ideas clear and understandable.	the ability to present ideas or recognize the presentation of ideas in an organized, logical and coherent sequence in order to make complex ideas clear and understandable.	struggle to present ideas or recognize the presentation of ideas in an organized, logical and coherent sequence in order to make complex ideas clear and understandable.

HElghten Written Communication Assessment Scoring Guide

Advanced	Proficient	Developing
<i>A typical student at the advanced level has demonstrated:</i>	<i>A typical student at the proficient level has demonstrated:</i>	<i>A typical student at the developing level may sometimes:</i>
the ability to effectively compose or recognize text that conveys meaning clearly by using engaging word choice, sentence variety, tone, voice and style; what is appropriate will be determined by the context, purpose and genre of writing.	the ability to compose or recognize text that conveys meaning clearly by using appropriate word choice, sentence variety, tone, voice and style; what is appropriate will be determined by the context, purpose and genre of writing.	have difficulty composing or recognizing text that conveys meaning clearly by using appropriate word choice, sentence variety, tone, voice and style; may struggle to know what is appropriate as determined by the context, purpose and genre of writing.
the ability to successfully compose or revise text to be free of all but minor errors in grammar, usage, mechanics, syntax and spelling.	the ability to compose or revise text to be generally free of errors in grammar, usage, mechanics, syntax and spelling.	have difficulty composing or revising text to be generally free of errors in grammar, usage, mechanics, syntax and spelling.
mastery of the fundamental skills needed to produce fluent text.	command of the fundamental skills needed to produce fluent text.	demonstrate limited command of the fundamental skills needed to produce fluent text.
strategic knowledge of the writing process, including drafting, reviewing, revising and editing.	adequate knowledge of the writing process, including drafting, reviewing, revising and editing.	lack sufficient knowledge of the writing process, including drafting, reviewing, revising and editing.

HElghten Written Communication Assessment Scoring Guide

HElghten Approach to Written Communication

Like Critical Thinking, Written Communication is considered a key competency for both academic and career success. Similarly, there is also some debate and disagreement about how it should be defined. In *Assessing Written Communication in Higher Education: Review and Recommendations for Next-Generation Assessment*, the authors (Sparks, Song, Brantley, & Liu, 2014) proposed an operational definition for written communication. For the purposes of the HElghten Written Communication module, the operational definition includes four dimensions:

- Knowledge of **social and rhetorical situations**, which concerns the purpose-driven, social nature of all written communication, and includes the ability to adapt one's writing to the demands of the specific context, purpose, or task; and audience awareness, which can include identifying or writing to address a particular audience.
- Knowledge of **conceptual strategies**, which concerns the use of relevant content knowledge to support writing including the presentation of those ideas in an organized, logical, and coherent sequence within a text; and use of information drawn from sources to support one's ideas without distorting the author's original meaning.
- Knowledge of **language use and conventions**, which concerns the linguistic elements of writing, and includes the ability to convey meaning clearly by using appropriate word choice, tone and style, given the purpose of the writing, as well as the ability to produce relatively error-free text without substantial flaws in usage, syntax and mechanics.
- Procedural knowledge, which cuts across the preceding social, conceptual and linguistic dimensions, concerns the various strategies used to support prewriting or planning, drafting and revision of text, as well as reading and appropriately responding to others' feedback.

HElghten Written Communication Assessment Score Reports

	2024	2025	2026	2027	2028	5-Year Avg.
Total Number of Students:	85	98				91.5
Percentage of Test Completed						
# of Students completing 100%:	78	95				86.5
# completing 50% - 99%:	7	2				4.5
# completing less than 50%:	0	1				0.5

Students w/ Extended Time Allotted:						
No extended Time:	80	92				86
Extended Time:	5	6				5.5

Direct Writing Measure Scores:

	2024		2025		2026		2027		2028		5-Year Avg.	
Overall Average Score:	5.31		4.76									
Rater Score	Count	Avg. Score	Count	Avg. Score	Count	Avg. Score	Count	Avg. Score	Count	Avg. Score	Count	Avg. Score
6 (11-12)	0	0.00	0	0.00							0	0
5 (9-10)	1	9.00	2	9.00							1.5	9.00
4 (7-8)	20	7.60	13	7.46							16.5	7.53
3 (5-6)	32	5.72	34	5.76							33	5.74
2 (3-4)	24	3.88	34	3.85							29	3.86
1 (1-2)	7	2.00	12	2.00							9.5	2.00
0 (0)	1	0.00	3	0.00							2	0.00

Rater Score Scale of 0-6

Proficiency Level Total Count:	2024	2025	2026	2027	2028	5-Yr. Avg.
Developing:	45	62				53.5
Proficient:	33	32				32.5
Advanced:	7	4				5.5

Count of Students

Based on the learner's overall scaled score and direct writing measure. (See explanation on page 5-6)

HEIghten Written Communication Assessment Score Reports

Total Scaled Score:

	2024		2025		2026		2027		2028		5-Year Avg.	
	Count	Avg. Score	Count	Avg. Score	Count	Avg. Score	Count	Avg. Score	Count	Avg. Score	Count	Avg. Score
Group Scaled Score:	85	163.0	98	162.2							91.5	162.6
Between 172-180:	8	173.5	4	172.5							6	173.0
Between 161-171:	48	165.6	58	165.3							53	165.4
Between 150-160:	29	155.7	36	156.2							32.5	155.9

Scale of 150-180

Subscores:

		2024		2025		2026		2027		2028		5-Year Avg.	
	Score Range	Count	Avg. Score	Count	Avg. Score	Count	Avg. Score	Count	Avg. Score	Count	Avg. Score	Count	Score
Knowledge of Social and Rhetorical Situations	1 - 2	10	1.5	23	2.3							16.5	1.9
	3 - 4	29	3.9	52	4.2							40.5	4.1
	5 - 6	33	6.1	33	6.0							33	6.1
	7 - 8	13	7.8	9	7.8							11	7.8
	9-10	0	0.0	0	0.0							0	0.0
Domain Knowledge and Conceptual Strategies	1 - 2	19	1.9	22	1.9							20.5	1.9
	3 - 4	26	4.1	36	4.0							31	4.0
	5 - 6	26	5.8	32	5.9							29	5.9
	7 - 8	14	7.7	8	7.8							11	7.8
	9-10	0	0.0	0	0.0							0	0.0
Knowledge of Language Use and Conventions	1 - 2	26	1.9	26	2.1							26	2.0
	3 - 4	19	4.0	24	4.0							21.5	4.0
	5 - 6	27	5.6	34	5.8							30.5	5.7
	7 - 8	13	7.8	14	7.9							13.5	7.8
	9-10	0	0.0	0	0.0							0	0.0

Scale of 1-10



Written Communication Assessment

Assessment Day 2025

Assessment Day 2025 was the second iteration of the HElghten Written Communication Assessment from Territorium used on an Assessment Day. In the past we have used the CBase English and Writing tests to assess the progress our students are making in the area of Communication. Because CBase is no longer being offered we needed to find a different assessment tool to use to accomplish our goals. The HElghten Written Communication Assessment was chosen as that vehicle. The assessment was first given to the incoming freshman in the Fall of 2023 so that when they reach Assessment Day in the spring of 2025 we will be able to give the assessment again to see if there has been improvement. Using the HElghten Written Communication Assessment on Assessment Day was our second use for that particular occasion.

Once we have given the assessment more times we will be able to see some patterns and trends appear. We should also be able to have comparison data between the fall freshman year iteration and the spring sophomore year iteration to help see the comparison in scores. This assessment gives more usable data than the CBase tests.

HElghten by Territorium does offer some comparison data for each time the assessment is given. For the Spring 2025 the comparison group consisted of 52 institutions which included 11,438 students. In comparison to this group our students scored slightly higher. Our overall scaled score: 162.3 compared to the 161.4 for the comparison group. The proficiency level breakdown between developing, proficient, and advanced varies considerably between FBBC and the comparison group: developing (FBBC: 63%, Comp: 52%), proficient (FBBC: 39%, Comp: 40%), and advanced (FBBC: 4%, Comp: 8%).

The direct writing measure which is used to score the written exercise on a scale of 0 - 12 places FBBC at a 4.7. The comparison group scored at 5.0 - slightly higher than Faith.

In all three subscore areas FBBC Students scored higher than the comparison group students.