

# MEASURE OF ACADEMIC PROFICIENCY AND PROGRESS (MAPP)

## PURPOSE

Used to assess critical thinking, reading, writing and mathematics.

## Uses of the MAPP Test

- Provides a picture of the effectiveness of the general education program
- Pinpoints curriculum strengths and areas needing improvement
- Benchmarking
- Longitudinal studies to determine how much students are learning

## Who Takes the Test?

- Incoming Freshmen (0 SCH)
- Freshmen (3-30SCH),
- Sophomores (31-60 SCH),
- Juniors (61-90) and
- Seniors (91 SCH and over)

## Interpretation of MAPP Test Scores

### Eight Norm-referenced scores

- Total Score
- Skills sub-scores (critical thinking, reading, writing and mathematics)
- Context sub-scores (humanities, social sciences and natural sciences)

## Nine Criterion-referenced scores

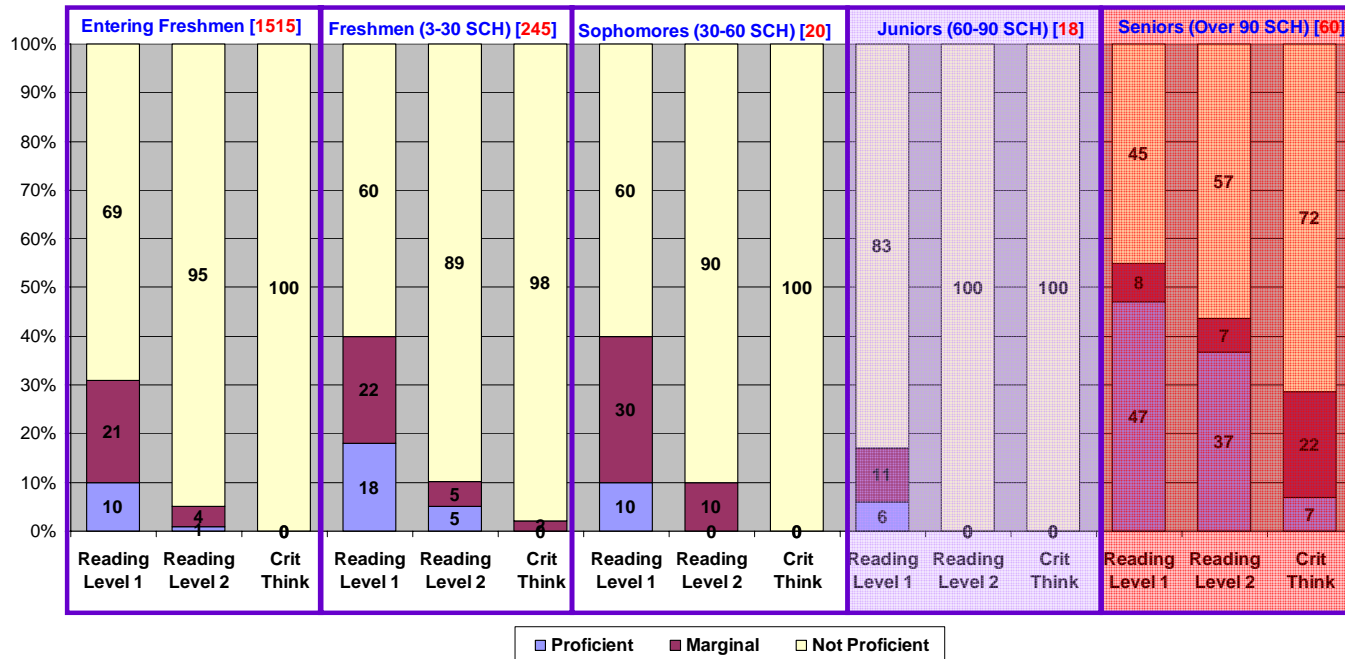
(Proficiency classifications)

- Mathematics (Level 1, Level 2, Level 3)
- Writing (Level 1, Level 2, Level 3)
- Reading (Level 1, Level 2, Critical Thinking)

2001 and Later MAPP Tests		Required Range of Correct Answers to be Classified as...		
Skill Area and Proficiency Levels	Number of Questions	Not Proficient	Marginal	Proficient
Reading, Level 1	13	0 - 5	6 - 7	8 - 13
Reading, Level 2	14	0 - 7	8 - 9	10 - 14
Critical Thinking	27	0 - 17	18 - 21	22 - 27
Writing, Level 1	9	1 - 4	5 - 6	7 - 9
Writing, Level 2	9	1 - 5	6 - 7	8 - 9
Writing, Level 3	9	1 - 5	6 - 7	8 - 9
Mathematics, Level 1	9	1 - 4	5 - 6	7 - 9
Mathematics, Level 2	9	1 - 4	5 - 6	7 - 9
Mathematics, Level 3	9	1 - 4	5 - 6	7 - 9

**Proficiency Levels 1, 2, 3 defined by a set of competencies in each of the areas as defined in MAPP Users Manual (Pages 9-11)**

### PVAMU Reading & Critical Thinking Proficiency Progression from Entering Freshmen to Seniors

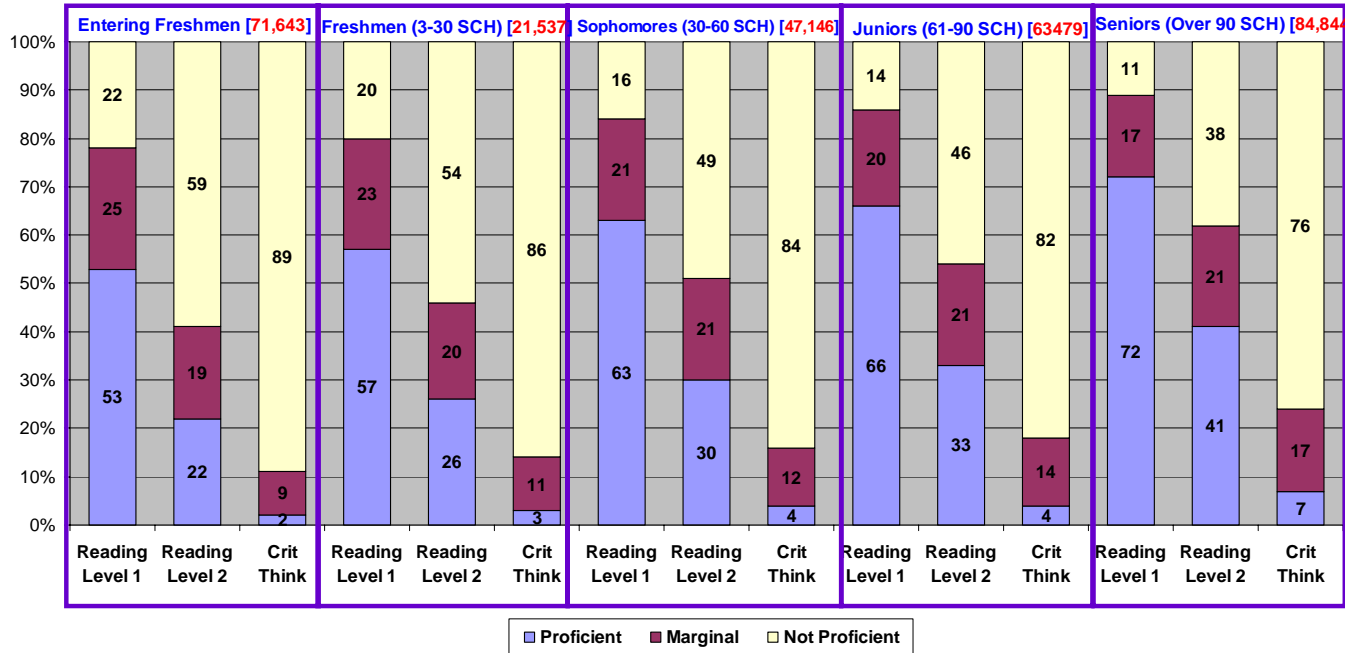


Combined 2006 and 2007 PVAMU MAPP Reading Results

#### Remarks

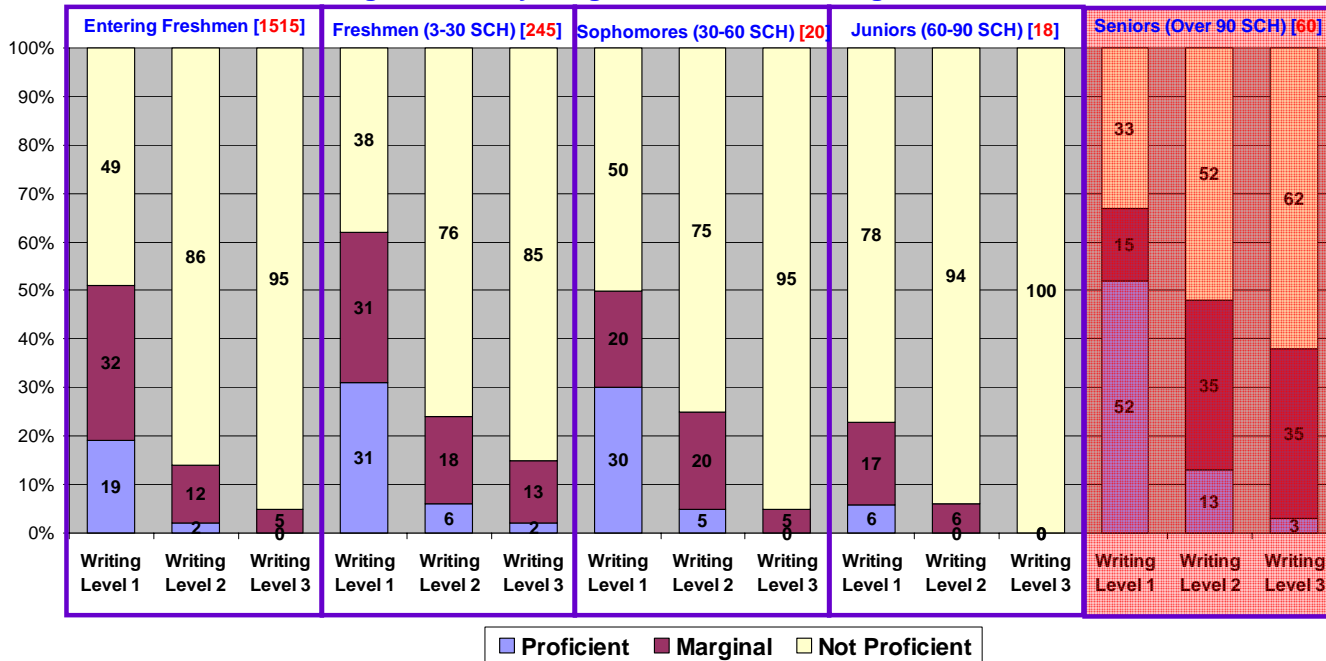
- Some longitudinal improvement in proficiency from entering freshmen to Freshmen and to Senior
- Proficiency levels below national averages at all levels and classifications, even though PVAMU has a higher proficiency improvement from entering freshmen to seniors.
- Numbers of sophomores and juniors taking test too low.
- Need to identify causes of low performance and develop plans for improving level of proficiency.

### National Reading & Critical Thinking Proficiency Progression from Entering Freshmen to Seniors



Combined 2003 and 2007 National MAPP Reading Results

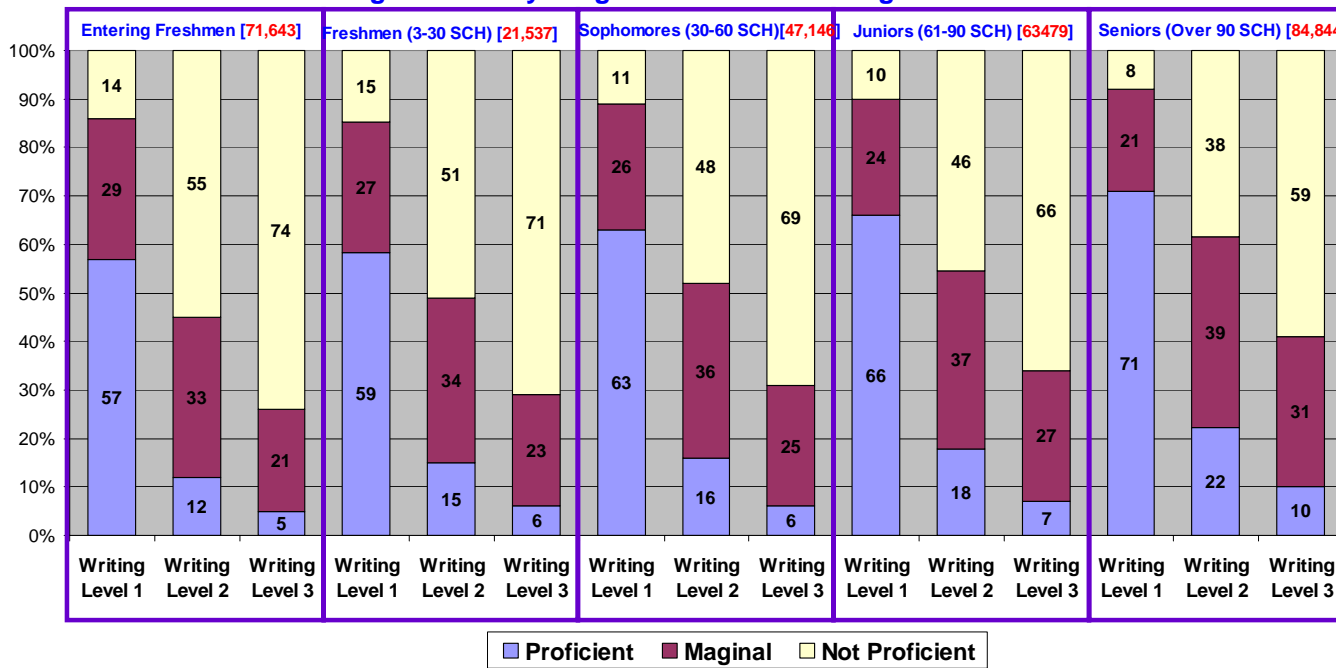
### PVAMU Writing Proficiency Progression from Entering Freshmen to Seniors



**Combined 2006 and 2007 PVAMU MAPP Writing Results**

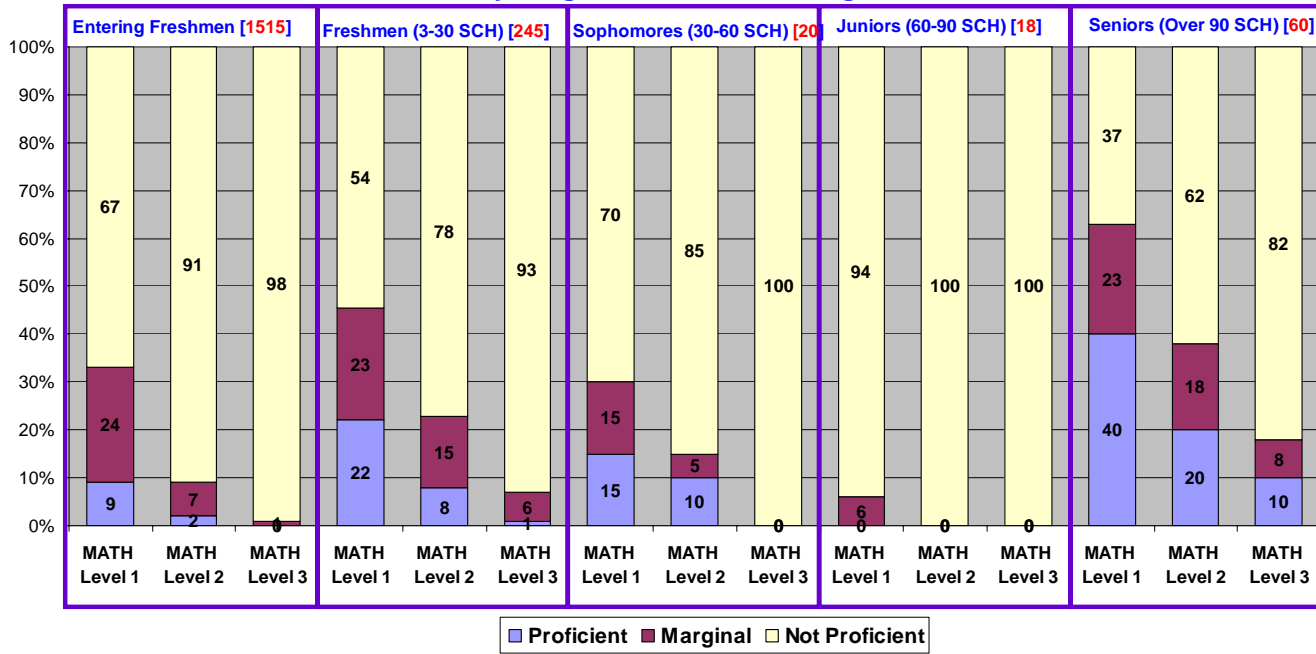
- Remarks**
- Some longitudinal improvement in proficiency from entering freshmen to Freshmen and to Senior
  - Proficiency levels below national averages at all levels and classifications
  - Numbers of sophomores and juniors taking test too low, thus results not representative.
  - Need to identify causes of low performance and develop plans for improving level of proficiency.

### National Writing Proficiency Progression from Entering Freshmen to Seniors



**Combined 2003 and 2007 National MAPP Writing Results**

### Mathematics Proficiency Progression from Entering Freshmen to Seniors

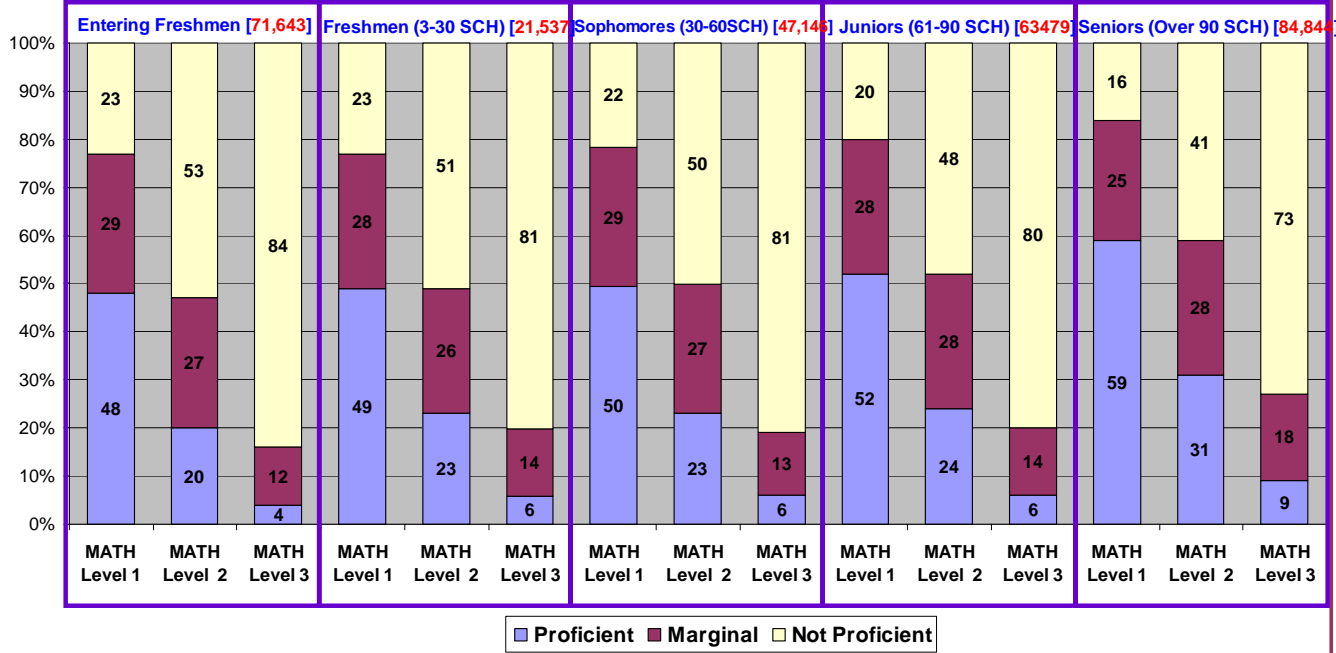


**Combined 2006 and 2007 PVAMU MAPP Math Results**

#### Remarks

- Some longitudinal improvement in proficiency from entering freshmen to Freshmen and to Senior
- Proficiency levels below national averages at all levels and classifications, even though PVAMU has a higher proficiency improvement from entering freshmen to seniors.
- Numbers of sophomores and juniors taking test too low.
- Need to identify causes of low performance and develop plans for improving level of proficiency.

### Mathematics Proficiency Progression from Entering Freshmen to Seniors



**Combined 2003 and 2007 National MAPP Math Results**