

CAAP

COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY

SCORE REPORT INTERPRETIVE GUIDE FOR INSTITUTIONS

INSTITUTIONAL SUMMARY REPORT

The CAAP Institutional Summary Report is designed to provide CAAP results by a variety of student self-reported characteristics. The Summary Report package consists of up to five individual reports; an aggregate report that summarizes the results for the total group of students tested and up to four reports detailing the performance by education level. The report series contains both local and national normative information, which allows you to compare your students' performance to that of students enrolled in similar institutions nationally. The reports are produced only when 25 or more records are available in the specific category.

Table 1 details the average CAAP scores by a variety of student self-reported characteristics such as age, English as a first language, future educational plans, college cumulative GPA, etc. Note that in all of the tables provided, mean CAAP scores are not presented if fewer than five student records are available in a self-reported category. Caution is advised when attempting to interpret the performance results based upon ten or fewer students.

Table 2 details mean CAAP scores by academic major. The average CAAP scores according to student self-reported level of effort for each test is shown on the right side of Table 2. If there are large proportions of students in the categories of "gave little effort," or "gave no effort," results should be interpreted cautiously.

Table 3 displays both local and national frequency distributions of CAAP scores and cumulative percentages (denoted "PB"). A cumulative percentage is defined as the percentage of scores falling at or below a given score. (The CAAP score range is 40-80 for each objective module and 5-25 for subscores.) Descriptive statistics (sample sizes, means, and standard deviations) are reported at the bottom of this table. The "local" cumulative percentages pertain to your students only. The national cumulative percentages pertain to student

data collected from all institutions nationwide that used CAAP during the last three years. These cumulative percentages appear in the column labeled "Nat. PB." For two-year institutions, the national cumulative percentages shown are based on CAAP-tested sophomores at two-year institutions. For four-year institutions, the percentages are based on CAAP-tested sophomores at four-year institutions. Additional information regarding CAAP scaled scores and cumulative percentages is provided in a separate CAAP norms booklet available from ACT.

Table 4 shows distributions of CAAP subscores and cumulative percentages. The format of this table is similar to Table 3 and may be interpreted in the same manner.

Table 5 provides score distributions and cumulative percentages for the Writing (Essay) Test. Test scores for the Writing (Essay) Test are reported on a range of 1.00 – 6.00.

Table 6 supplements Table 2 by providing a further breakdown of student effort on each test. Table 2 presents information for the total group of test takers; Table 6 breaks down the results for students scoring in approximately the lower 20% of the student score range and students scoring in the upper 80% of the score range for each test. Results of ACT's research suggest a positive relationship, in general, between CAAP scores and student motivation level. As motivation level increases, CAAP scores tend to increase. However, this finding may not be true at all institutions. It is possible that inverse relationships could exist. Both positive and negative relationships may be difficult to interpret. A positive relationship between CAAP scores and motivation level for students at a particular institution could indicate, for example, that low-scoring students tried to explain their poor CAAP performance by indicating that they gave little or no effort, when in fact they tried their best. Table 6 may help you investigate this possibility.

Table 7 reports student responses by frequency and percent for each local question.

STUDENT SCORE REPORT

Two copies of the CAAP Student Score Report and a basic interpretive guide for each student are provided to the institution. The Student Score Report consists of self-reported background characteristics and the score for each CAAP test taken, including subscores for the Writing Skills, Reading, and Mathematics Tests. For each test completed by 25 or more students, local percentile ranks are reported for the test and its subscores. In addition, national sophomore user norms for 2-year or 4-year institutions are reported regardless of the number of students tested locally.

CERTIFICATE OF ACHIEVEMENT

To enhance student motivation, ACT provides a Certificate of Achievement that may be signed by an official of your institution and distributed to students whose score is at or above the appropriate national mean score for sophomores at two-year colleges or for four-year colleges.

STUDENT ROSTER REPORT

A Student Roster Report is organized in alphabetical order by the student's last name. It reports scores and key demographic data.

SUBGROUP REPORTS

Institutions may request up to three subgroup reports at no charge if the request is made when returning the answer documents for scoring. If the request is made later, a set-up fee of \$55 is assessed. Subgroup reports follow the same format as the Institutional Summary Report described above. Additional subgroup reports are available for a fee.

SUPPLEMENTAL REPORTS

A variety of other CAAP reporting services are available. See the booklet *CAAP Planning and Forms Package* for details and fees.

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