

MAPP Assessment (Grids and Graphs)

MAPP Grids

The progress of each MAPP target is tracked on a 1 to 10 scale within the MAPP grid. Four areas of development are tracked to provide an **understanding of progress made**. After MAPP targets are set small step PIP targets provide 'stepping stones' towards achievement. The smaller steps of progress made through the PIP target tracker indicates progression towards achieving MAPP targets **but may not always correlate to movement within the MAPP scoring system**.

| MAPP Target : | | | | | | | | | | |
|-----------------|------|------|------|------|------|------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| *Prompting | Date |
| *Fluency | | | | | | | | | | |
| *Maintenance | | | | | | | | | | |
| *Generalisation | | | | | | | | | | |



MAPP grids do:

Illustrate personalised learning pathways and progress.
 Illustrate steps of progress in personalised learning.
 When collated provide evidence of target change.
 Illustrate changes in rates of progress within a term.

MAPP grids do not:

Provide comparative data although, over time, an individual pupil's data can be compared with their own past progress.

PIP Target trackers:

Illustrate small steps of personalised learning.
 Provide evidence of target change.

MAPP Graphs

Each unit of progress along the 1-10 scale is given a value. This is then converted into graph form to illustrate progress over time, usually a term.

The **MAPP graphs** produced provide a '**broad brushstroke of performance**'. They are used as an indicator of learning. They provide a **focus for dialogue** as to whether progress is being made. From these discussions actions and interventions can be agreed and applied.

A mean average scores for each group (SLD, PMLD, MSI...etc) provide an **estimated** achievement expectation for students.

MAPP graphs do:

Provide a focus for dialogue about progress.
 Illustrate average rates of progression in personalised learning across all areas (Cognition & Learning, Communication and Interaction, Social & Emotional, Sensory & Physical).
 Provide a broad expectation of learning for individuals and groups of student to be compared against.

MAPP graphs do not

Provide comparative data, although, over time, an individual pupil's data can be compared with their own past progress.

Take into consideration the frequency of change in MAPP targets

Illustrate changes in rates of progress within a term.