ALABAMA STATE DEPARTMENT OF EDUCATION

ACAP
Alabama Comprehensive Assessment Program

SUMMATIVE

USER GUIDE TO INTERPRETING REPORTS

Spring 2024

Grades 2–8 English Language Arts and Math

Grades 4, 6, and 8 Science

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PURPOSE OF THIS GUIDE

This guide was developed to help district and school staff access, understand, explain, and interpret the results of the *Alabama Comprehensive Assessment Program (ACAP) Summative*. This document highlights the types of scores and various reports associated with the assessment. To use assessment information effectively, it is essential that educators understand the information in these reports.

ABOUT THE *ACAP SUMMATIVE*

The *ACAP Summative* is Alabama's customized, criterion-referenced summative assessment administered in Grades 2–8 in English language arts (ELA) and math and in Grades 4, 6, and 8 in science. As a standardized assessment, the *ACAP Summative* is administered using uniform directions, materials, and testing conditions for all test takers.

The test items on the *ACAP Summative* are aligned to the Alabama Course of Study Standards for each grade level and content area. The Alabama Course of Study Standards describe what a student is expected to know and do. The *ACAP Summative* test items have been written to assess the content knowledge and skills that are described in the Alabama Course of Study Standards. During the item development process, Alabama educators review the items to ensure there is a match between the test items and standards.

ACAP SUMMATIVE SCORE INTERPRETATION

The *ACAP Summative* yields criterion-referenced scores to convey information about student performance in relation to the Alabama Course of Study Standards. Criterion-referenced information in the *ACAP Summative* reporting includes scale scores and performance levels for each content area test and progress levels for each reporting category. Educators should work with parents or guardians to understand the information reported on the Individual Student Report. Particularly, the focus should be to help parents or guardians understand their child's individual strengths and weaknesses in relation to the expectations of the Alabama Course of Study Standards. Districts and schools should use the various school, district, and state summary reports to understand the strengths and weaknesses of the school's or district's curriculum and instruction. In general, score interpretation should focus on how well students have learned the skills and knowledge outlined in the Alabama Course of Study Standards.

ACAP Summative Scale Scores

A student's overall performance on the ELA, math, and science assessments is reported as a scale score. A scale score is a representation of the total number of correct questions a student has answered (raw score) that has been converted onto a consistent and standardized scale. An easy-to-understand example of converting to a standardized scale is the conversion of foreign currencies to U.S. dollars. The only way to fairly compare the value of the different currencies is to put them all on a single scale. That is called "standardizing."

A scale score is applied to all students taking the *ACAP Summative* in a particular content area at a particular grade level, making it possible to compare scores from different groups of students or individuals and across schools within a district. For example, calculating mean (or average) scale scores for a particular content area and grade level by school or class enables comparisons of the levels of achievement across schools and classes. The same can be done for subgroups of students. Comparisons should not be made across different content areas or grade levels.

Students Not Receiving Scale Scores

There are several reasons why a student may not receive a scale score. In these cases, the student receives one of the following designations in lieu of a scale score.

- **DNA:** This designation indicates that a student **Did Not Attempt** enough items on an assessment to receive a score, according to the guidelines established for the *ACAP Summative*. For example, a student who logs in to a test session but does not answer any questions will receive a DNA. For students enrolled in the assessment who do not log in to the test, the test does not get created and nothing is reported for that student. Scores associated with the DNA designation are not included when computing statistics for summary reports.

- **INV:** This designation indicates that there was an irregularity associated with a student's test administration and the student's score was **Invalidated**. For example, if a student cheated on an assessment, the student would receive an INV rather than a scale score for that test. Scores associated with an invalidated designation are not included when computing statistics for the summary reports.

The Standard Error of Measurement or Scale Score Range

The standard error of measurement (SEM) is an estimate of the precision of each scale score a student can obtain on an assessment, also known as the conditional standard error of measurement. Essentially, this means that if a student were to take a test repeatedly (without additional learning or memorization of the test occurring), then it would be expected that the student's observed score (i.e., the score that is actually received on the test) would vary from the "true" score within a range of "observed score plus or minus the SEM." A student's "true" score is never really known since students rarely take a single test multiple times.

Because no test measures achievement with perfect reliability, it is important to consider the SEM when interpreting test scores. The SEM is calculated independently for each *ACAP Summative* content area, and an error band (plus or minus one SEM unit) is reported together with the student's scale score. It is important to note that the SEM is a function of the number of points on which a particular score is based. The SEM is reported on the Individual Student Report as a range around the student's score on each content area test. For example, if a student receives a score of 595 (Level 3), the SEM range might be 585–605. The wider this range, the greater the potential variation between the student's observed score and the

student's "true" score. The SEM is a way to measure this variation in achievement. If a student were to take this assessment multiple times, the student's scores would likely all fall within the SEM range.

ACAP Summative Performance Levels and Performance Ranges

In July 2021 (math and science) and June 2023 (ELA), Alabama educators participated in the standard setting process, during which they recommended performance standards in ELA, math, and science based on the most recent *ACAP Summative* test standards. Through this process, performance level cut scores were also established for the *ACAP Summative*. Performance levels and their corresponding scale score ranges reflect student achievement relative to the Alabama Course of Study Standards. There are four performance levels for the *ACAP Summative*: *Level 1*, *Level 2*, *Level 3,* and *Level 4*. See *Appendix A. Performance Levels and Scale Score Ranges* for the full set of performance levels and cut score ranges for each performance level for each content area.

The table below provides general performance level descriptions for the *ACAP Summative*.

Performance Level Descriptors (PLDs)

Performance Level	Description
Level 1	The student has a minimal understanding of grade-level standards and needs additional support at this level of learning as described in the Alabama Course of Study Standards.
Level 2	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study Standards.
Level 3	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study Standards.
Level 4	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study Standards.

Note: The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would also be expected to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.

ACAP Summative Proficiency

Proficiency on the *ACAP Summative* is scoring at Level 3 or above. The cut score for proficiency is the scale score at the low end of the Level 3 scale score range (see *Appendix A. Performance Levels and Scale Score Ranges*). The percentage proficient for a school, district, grade level, or other grouping is the sum of the percentages of students scoring at Level 3 and Level 4.

Student Percentile

Student percentiles are norm-referenced scores that are computed for each student based on the student's obtained scale score. The percentile describes the student's relative standing in the state's tested population for a given test. For example, if a student's percentile score is 79 on the ELA Grade 5 assessment, it means that the student performed better than 79% of Grade 5 Alabama students on that test.

Growth Score and Growth Category

Growth scores describe a student's learning over time compared to other students across the state who took the same test and had similar prior test scores. Growth scores are only provided for ELA and math assessments in which students are consecutively promoted from one grade level to the next (e.g., from Grade 3 in 2023 to Grade 4 in 2024) and received valid test scores both years for the given content area. Growth scores are percentiles that range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. For example, a student with a growth score of 45 on the ELA Grade 4 assessment in the 2024 spring administration indicates that the student grew more in academic achievement than approximately 45% of the Alabama students who were tested on the ELA Grade 4 assessment in 2024 and had similar test scores to the student's test score on the Grade 3 ELA assessment in 2023.

Growth categories classify student growth scores into four categories as shown in the table below.

Category 1	1–20	Category 3	41–60
Category 2	21–40	Category 4	61–99

Category 1 includes students with the least growth (well below average), and Category 4 includes students with the most growth (above average).

Growth scores and growth categories are available for students at all achievement levels. When combined with student achievement scores and proficiency levels, the reported growth data can help educators gain a more comprehensive understanding of a student's academic performance. For example, it is possible for a student to have a low achievement score but demonstrate above-average growth when compared to students who had comparable test scores from the previous year.

ACAP Summative Reporting Categories Progress Levels

A reporting category consists of a set of items measuring related knowledge, skills, or concepts in a given content area, as specified in the *ACAP Summative* test blueprints and presented in *Appendix B. Test Blueprints*. Each reporting category in a given content area is expected to be measured by six or more items (or score points when there is one or more multiple-point items).

A student's progress level by reporting category is described as one of the following: Support Needed, On Track, and Prepared. Progress levels, the associated indicator shown on the *ACAP Summative* Individual Student Report (★), and descriptions are provided in the table below.

Progress Level by Reporting Category

Progress Level	Progress Indicator	Description
Prepared	★ ★ ★	Clearly progressing toward mastery of the standards
On Track	★ ★ ☆	Progressing toward mastery of the standards but may need instructional support
Support Needed	★ ☆ ☆	Instructional support needed to build mastery of the standards

Information about a student's performance on these items and related performance on other test items for the same content is used to calculate the student's progress level for that reporting category. **The progress level is based on how a student performed on the reporting category compared to the performance of a threshold proficient student (a student just entering Level 3) on the total test.** If the student's observed performance is well below that of a threshold proficient student, the student is classified as Support Needed (indicating that instructional support is needed to build mastery of the standards). If the performance is close to that of a threshold proficient student, the student is On Track (indicating that the student is progressing toward mastery of the standards but may need instructional support). If the performance is well above that of a threshold proficient student, the student is Prepared (indicating that the student is clearly progressing toward mastery of the standards). Detailed information on the progress level computation is provided in the *ACAP Summative Technical Report*.

LEXILE® and the Lexile Range

A Lexile measure matches a student's reading ability with the difficulty of textual material. Students typically score in a range from below zero, for beginning readers (BR), to above 1600L. A Lexile measure represents the level of text that a student can read with 75% comprehension. Experts have identified 75% comprehension as the level at which students can read with a certain amount of comfort and yet still be challenged. The assessments have been linked to the Lexile® Framework for Reading in an effort to provide teachers with an additional indicator of a

student's reading ability and to help classroom teachers begin to differentiate their instruction based on the unique needs of each student.

Educators should point out that the Individual Student Report not only shows the student's obtained Lexile measure but also displays a Lexile range—from 100L below the student's Lexile measure to 50L above. This Lexile zone represents the range of texts that research has shown to spur the optimal level of reading growth. Some students may receive "BR" as their Lexile measure, which denotes a Beginning Reader. The "BR" takes the place of a negative sign. For example, a Lexile measure of BR150L represents that the student's reading ability measures 150 Lexile units below zero on the Lexile scale.

A student's Lexile range can be used in adjusting instructional scaffolding used in the classroom and for selecting material for *independent* reading inside or outside the classroom and at home. *Independent* reading is reading done by the student with little or no assistance from a teacher, parent, or other adult. Many textbooks, novels, magazines, newspapers, and other reading materials have been linked to the Lexile® Framework for Reading. The Lexile measure is a useful tool for matching student readers with appropriate texts.

QUANTILE® and the Quantile Range

A Quantile measure matches a student's mathematical ability with the difficulty of math material. Students typically score in a range from below zero, for emerging mathematicians (EM), to above 1600Q. A Quantile measure represents the level of content that a student is ready to learn with the help of an effective math teacher. The assessments have been linked to the Quantile® Framework for Mathematics in an effort to provide teachers with an additional indicator of a student's readiness to learn math skills and concepts and to help classroom teachers begin to differentiate their instruction based on the unique needs of each student.

Educators should point out that the Individual Student Report not only shows the student's obtained Quantile measure but also displays a Quantile range—from 50Q below the student's Quantile measure to 50Q above. This Quantile zone represents the range of math materials that research has shown to spur the optimal level of instructional success at school. At home, students should practice and reinforce math learning with activities just below their Quantile measure. Some students may receive "EM" as their Quantile measure, which denotes an Emerging Mathematician. The "EM" takes the place of a negative sign. For example, a Quantile measure of EM150Q represents that the student's math readiness measures 150 Quantile units below zero on the Quantile scale.

A student's Quantile range can be a factor in adjusting the instructional scaffolding used in the classroom and for selecting resources for instruction, review, and practice inside or outside the classroom and at home. Many textbooks, worksheets, videos, instructional games, and other math materials have been linked to the Quantile® Framework for Mathematics. The Quantile measure is a useful tool for matching students with appropriate math content.

USING *ACAP SUMMATIVE* PERFORMANCE LEVELS AND REPORTING CATEGORY PROGRESS LEVELS

When interpreting *ACAP Summative* results for instructional purposes, educators should pair the *ACAP Summative* score reports with the *ACAP Summative* Performance Level Descriptors and the *ACAP Summative* Test Blueprints in order to focus on the expectations for proficiency in the content area and link the reporting category progress levels to specific sets of content standards. The performance level descriptors and test blueprints are available in the Documents section of the DRC INSIGHT Portal.

Performance Level Descriptors

Performance level descriptors describe the skills that a typical student scoring at each performance level should be able to demonstrate. The *ACAP Summative* Performance Level Descriptors documents provide this information for every content standard, at every tested grade level, that is included in the Alabama Course of Study Standards.
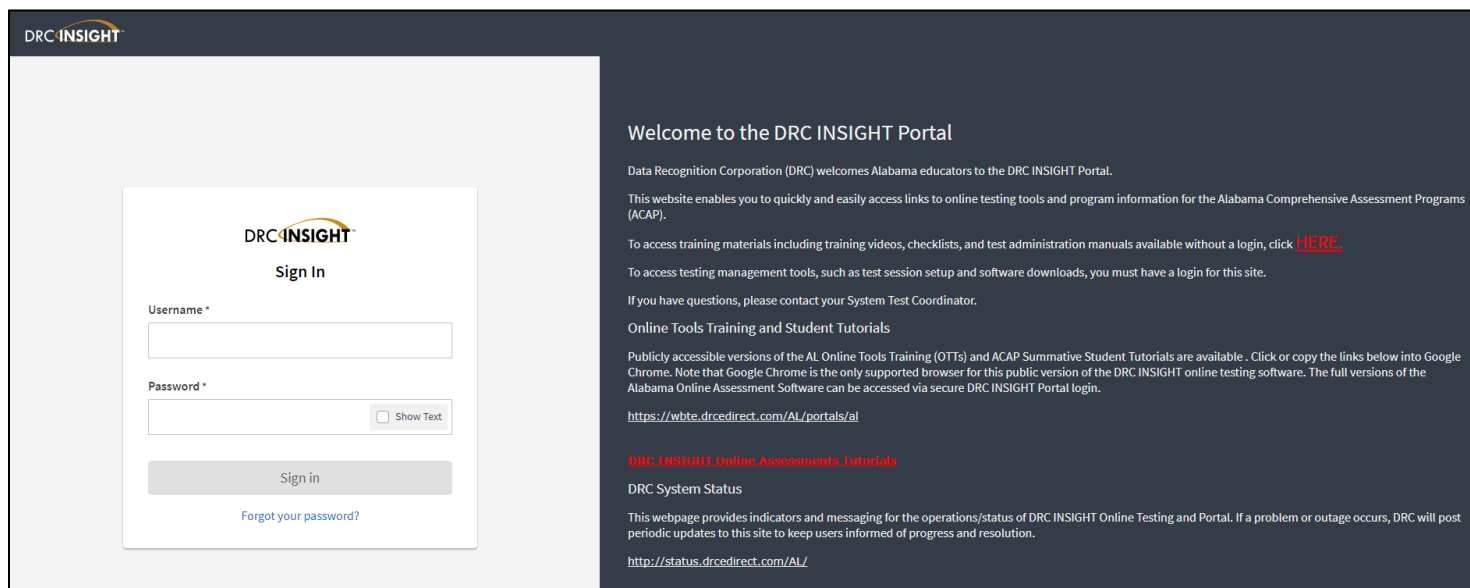
Test Blueprints

Test blueprints are documents that reflect the content of an assessment. The *ACAP Summative* Test Blueprints include the domains, or reporting categories, that are tested within each content area and each grade level. The test blueprints show the Alabama Course of Study Standards that are tested within each domain, or reporting category, and the possible points for each as a portion of the total points for the content area. In conjunction with the reporting category progress level results for a student, the test blueprints can be used to pinpoint the set of standards at which the student excels, is on track to excel, or is in need of some support.

ABOUT THE DRC INSIGHT PORTAL ACAP INTERACTIVE REPORTING SYSTEM

The ACAP Interactive Reporting System is part of the DRC INSIGHT Portal. It is a browser-based system that is designed to deliver online interactive reporting to authorized users at the state, district, and school levels for Alabama public schools.

Accessing the Interactive Reporting System

All users will access the Interactive Reporting System through the DRC INSIGHT Portal at https://al.drcedirect.com/. A username and password are required to log in to the portal.

Role Permissions

User accounts grant a specific level of access. School-level users have the ability to view only their school data, and district-level users can view only schools within their district. This allows the district users the ability to see all pertinent information about the schools within their district. All DRC INSIGHT Portal permissions needed to access Individual Student Reports (ISRs) and Student Labels in the portal, as well as *ACAP Summative* Interactive Reporting System Summary Reports at the school or district levels, are included in the District Reports and School Reports permission sets (see figure below). All report permissions are assigned by the Superintendent. Superintendents may allow District Test Coordinators to assign permissions within the DRC INSIGHT Portal to authorized personnel. Step-by-step information on how to assign permissions can be found in the *DRC INSIGHT Portal User Guide*.

Permission to access student data should be provided only to authorized personnel (i.e., specific staff responsible for the relevant student's education) and must be consistent with local policies and adhere to federal and state student data privacy laws. Teacher-level access is not available.

Example of District Report User Permission Set

Interactive Reports

The following portion of this guide outlines a description of the reports available within the DRC Interactive Reporting System and discusses how these data can be used to improve learning. Details on how to run these reports are available in the reporting system under Quick Links → Training Materials.

Interactive Student Dashboard

The **Interactive Student Dashboard** provides headline level information for a student. A bar graph provides a side-by-side comparison of the student's scale score in each content area to the session, school, district, and state average scale scores. A second bar graph provides a side-by-side comparison of the student's percent correct in each content area to the session, school, district, and state average percent correct. A data table includes the student's Scale Score, Performance Level, and Percent Correct in each Content Area.

Using the Interactive Student Dashboard to Improve Learning

The Interactive Student Dashboard provides detailed student-level information similar to what can be found on the Individual Student Report (ISR). (A sample ISR is included in *Appendix C. Sample Individual Student Report*.) Using the various bar graphs and tables provided in this report, educators can compare individual student performance to the overall performance at the school, district, and state levels. Educators can use these data to identify individual student strengths and areas of focus for future support. For more detail on the data provided in this report, refer to the Annotated Individual Student Report provided in *Appendix D. Annotated Individual Student Report*.

Interactive Reading Roster Report

The **Interactive Reading Roster** report provides a list of student scores for the school and grade level selected. *ACAP Summative* Reading scores are calculated for students in grades 2 and 3 based on performance on reading items included in the English language arts test administered each spring. Reading scores are also calculated for the grade 3 students that take the *ACAP Supplemental Reading Test* in the summer.

The **Interactive Reading Roster** is a table that contains the Session Name, Student's Name, Local System and School ID, Reading Raw Score, Reading Scale Score, Reading Status, and the Raw Scores for the Reporting Categories.

Using the Interactive Reading Roster Report to Improve Learning

The Interactive Reading Roster report results can help educators assess their grade level and individual student strengths for reading and each reporting category. The raw scores achieved indicate how well a student mastered each key learning objective and which learning objectives need improvement. The ability to sort certain fields in the roster table, such as Reading Scale Score, can display the students based on the selected criteria, in highest-to-lowest scale score order. Users can also click on the student's name to generate a PDF of that student's Individual Student Report.

Interactive Roster Report

The **Interactive Roster** report provides a list of student scores for the school and grade level selected. There is a separate table for each applicable content area based on the selections. Each table contains the Student's Name, Local System and School ID, Content Area Scale Score, Content Area Performance Level, and the Progress Level for the Reporting Categories.

Using the Interactive Roster Report to Improve Learning

The Interactive Roster report results can help educators assess their grade level and individual student strengths for each content area and reporting category. The content area performance level and scale score achieved indicate a student's overall achievement on the key learning objectives in each content area. For the content area selected, each reporting category indicates the progress level for that objective as either *Support Needed*, *On Track,* or *Prepared*. The progress levels achieved indicate how well a student mastered each key learning objective and identify learning objectives in need of improvement. Report filters can be used to aggregate groups of students or identify individual students in various demographic sub-groups. The ability to sort certain fields in the roster table, such as Scale Score, can display the students based on the selected criteria, in highest-to-lowest scale score order.

Interactive Content Area Summary Report

The **Interactive Content Area Summary** report provides an at-a-glance comparison of state, district, and school scores for the site(s), grade level, and content area selected. Two stacked column charts provide a side-by-side summary of state and district performance compared to the school(s) performance. A bar graph of the Average Scale Score for state, district, and schools is provided for additional context followed by a bar graph of the Median Percentile Rank by state, district, and schools. A Summary table includes the Number of Students Tested, the Average Scale Score, and the percentage in each Performance Level for the site(s), grade level, and content area selected.

Using the Interactive Content Area Summary Report to Improve Learning

The Interactive Content Area Summary report presents educators with key information on how well their school performed on the *ACAP Summative*. The school data are organized by grade level and content area chosen and will display the number and percentage of students in each performance level or not tested category. The school results are presented for comparison to the district and the state. The Average Scale Score is indicated for the school, district, and state for the content area and grade level selected. These data are also presented within the two charts. A school user can collect specific data on certain groups by means of the report filter options, gathering these numbers and percentages only for student populations who meet the selected criteria. These data provide the school with a quick overview of how the school compares within the district and to the state.

Interactive Reporting Category Summary Report

The **Interactive Reporting Category Summary** report provides an at-a-glance comparison of state, district, and school scores for the site(s), grade level, content area, and reporting category selected. Two stacked column charts provide a side-by-side summary of district and school(s) performance by reporting category. A Summary table includes the Number of Students Tested, Average Points Earned, Points Possible, Average Percent Correct, and the Percentage of Students by Progress Rating for the site(s), grade level, content area, and reporting category selected.

Using the Interactive Reporting Category Summary Report to Improve Learning

The Interactive Reporting Category Summary report presents educators with key information on how well their school performed on the *ACAP Summative* in each reporting category. The school data are organized by grade level, content area, and reporting category chosen and will display the number and percentage of students in each reporting category progress level. The school results are presented for comparison to the district and the state. These data are also presented within the two charts. A school user can collect specific data on certain groups by means of the report filter options, gathering these numbers and percentages only for student populations who meet the selected criteria. These data provide the school with a quick overview of how the school compares within the district and to the state.

Interactive Demographic Summary Report

The **Interactive Demographic Summary** report provides at-a-glance comparisons between various demographic subgroups. A stacked column chart displays the Performance Level breakdown, a circle graph outlines Number Tested, and a bar graph outlines the Average Scale Score for each of the subgroups within each demographic category. An Interactive Demographic Summary table includes the Number of Students Tested, the Average Scale Score, and the percentage in each Performance Level for the various demographic subgroup combinations for the site, grade level, and content area selected.

Using the Interactive Demographic Summary Report to Improve Learning

The Interactive Demographic Summary report presents educators with key information on how well their school performed on the *ACAP Summative* broken down by various demographic subgroups. The school data by grade level, content area, and reporting category chosen will display the number and percentage of students in each reporting category performance level. The school results are presented for comparison within the district and to the state. These data are also presented within the two charts. A school user can collect specific data on certain groups by means of the report filter options, gathering these numbers and percentages only for student populations who meet the selected criteria. These data provide the school with a quick overview of how each demographic subgroup compares within the district and to the state.

Batch Download

The **Batch Download** tab within the Interactive Reports menu allows users to view and print PDF files of **Individual Student Reports** and **Individual Student Reports – Reading** in English or Spanish. Users should note that Session (i.e., the cohort identified for Test Session tickets) is a required search parameter in Batch Download and should instead use Published Reports to view and print Individual Student Reports by grade level for an entire school.

Individual Student Reports (ISRs) will be mailed in hard copy to each district. Two copies will be provided—one copy for the school to retain and one to be sent home to parents or guardians. See *Appendix C. Sample Individual Student Report* for a sample student report. See *Appendix D. Annotated Individual Student Report* for an annotated version describing the data provided on the report. Note that **Individual Student Reports – Reading** are only available electronically via Interactive Reports.

Published Reports

The **Published Reports** tab within the Interactive Reports menu allows users to access specific School Level Reports and District Level Reports. Users can view, download, and print *ACAP Summative* **Individual Student Reports** (ISRs), the **School Performance Level Summary**, and **Student Score Labels** at School Level Reports within Published Reports. *ACAP Reading* **ISRs** and **Reading Parent Letters** for students in Grades 2 and 3 are also available at School Level Reports. The **System Data File** and **District Performance Level Summary** are available as District Level Reports within Published Reports.

HELP DESK

ACAP Summative Help Desk

DRC Customer Service Representatives are available via a toll-free phone number and email.

> **ACAP Summative Support**
> **1 (800) 282-5082**
> **ALHelpDesk@datarecognitioncorp.com**
>
> **Support Line Hours:**
> **M–F 7:30 AM CST–4:30 PM CST**

ALSDE Student Assessment Contact

For questions regarding policy or report content, please contact Student Assessment by calling (334) 694-4817 or via email at studentassessment@alsde.edu.

APPENDIX A. PERFORMANCE LEVELS AND SCALE SCORE RANGES

English Language Arts Performance Levels and Scale Score Ranges

Grade	Level 1		Level 2		Level 3		Level 4	
	Low	High	Low	High	Low	High	Low	High
2	275	439	440	500	501	549	550	720
3	275	430	431	495	496	552	553	740
4	255	448	449	492	493	544	545	750
5	255	444	445	485	486	536	537	750
6	255	443	444	501	502	542	543	750
7	255	432	433	490	491	526	527	750
8	255	419	420	490	491	537	538	750

Math Performance Levels and Scale Score Ranges

Grade	Level 1		Level 2		Level 3		Level 4	
	Low	High	Low	High	Low	High	Low	High
2	275	475	476	522	523	564	565	700
3	275	478	479	529	530	580	581	700
4	275	476	477	537	538	579	580	700
5	300	477	478	536	537	584	585	710
6	300	469	470	540	541	584	585	710
7	300	484	485	552	553	603	604	750
8	300	469	470	554	555	609	610	780

Science Performance Levels and Scale Score Ranges

Grade	Level 1		Level 2		Level 3		Level 4	
	Low	High	Low	High	Low	High	Low	High
4	300	443	444	518	519	574	575	850
6	250	438	439	535	536	590	591	910
8	250	438	439	512	513	587	588	800

APPENDIX B. TEST BLUEPRINTS

Grade 2 ELA Blueprint
Based upon the *2021 Alabama Course of Study: English Language Arts*

Domains (Reporting Categories)	Possible Points for Grade 2
Phonological Awareness/Phonemic Awareness—ACSS 9	6
Phonics—ACSS 10	6
Fluency—ACSS 14	6
Vocabulary—ACSS 15, 16, 17, 18, 20	6
Comprehension—ACSS 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35	18
Writing—ACSS 38, 39, 43, 44, 45, 46	6
Text-Dependent Writing—ACSS 40, 41, 42	10
Total ELA Points Possible	58

Each reading, writing, or listening question connects to a reporting category in the table above as well as to the respective additional reporting information in the table below. Each reading, writing, or listening question counts only one time in the student's score.

Note: The color coding indicates the additional reporting information that the standard is addressing; black or green = reading; red = listening; blue = writing.

Additional Reporting Information	Possible Points for Grade 2
***Reading**—ACSS 9, 10, 14, 15, 16, 17, 18, 20, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34	36
***Listening**—ACSS 35	6
***Writing**—ACSS 38, 39, 40, 41, 42, 43, 44, 45, 46	16

Grade 2 Spring Reading Blueprint
Based upon the *2021 Alabama Course of Study: English Language Arts*

Domains (Reporting Categories)	Possible Points for Grade 2
Phonological Awareness/Phonemic Awareness—ACSS 9	6
Phonics—ACSS 10	6
Fluency—ACSS 14	6
Vocabulary—ACSS 15, 16, 17, 18, 20	6
Comprehension—ACSS 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34	12
Total Points Possible for Spring 2024 Reading	**36**

Note: The color coding indicates the standard alignment addressed in the reporting category; black or green = reading.

Grade 3 ELA Blueprint
Based upon the *2021 Alabama Course of Study: English Language Arts*

Domains (Reporting Categories)	Possible Points for Grade 3
Phonological Awareness/Phonemic Awareness—ACSS 7	6
Phonics—ACSS 8	6
Fluency—ACSS 12	6
Vocabulary—ACSS 13, 14, 15, 16	6
Comprehension—ACSS 19, 21, 22, 23, 24, 25, 26, 27, 28, 29	18
Writing—ACSS 32, 36, 37, 38, 39, 40, 41	6
Text-Dependent Writing—ACSS 33, 34, 35	10
Total ELA Points Possible	**58**

Each reading, writing, or listening question connects to a reporting category in the table above as well as to the respective additional reporting information in the table below. Each reading, writing, or listening question counts only one time in the student's score.

Note: The color coding indicates the additional reporting information that the standard is addressing; black or green = reading; red = listening; blue = writing.

Additional Reporting Information	Possible Points for Grade 3
*Reading—ACSS 7, 8, 12, 13, 14, 15, 16, 19, 21, 22, 23, 24, 25, 26, 27, 28	36
*Listening—ACSS 29	6
*Writing—ACSS 32, 33, 34, 35, 36, 37, 38, 39, 40, 41	16

Grade 3 Spring Reading Blueprint
Based upon the *2021 Alabama Course of Study: English Language Arts*

Domains (Reporting Categories)	Possible Points for Grade 3
Phonological Awareness/Phonemic Awareness—ACSS 7	6
Phonics—ACSS 8	6
Fluency—ACSS 12	6
Vocabulary—ACSS 13, 14, 15, 16	6
Comprehension—ACSS 19, 21, 22, 23, 24, 25, 26, 27, 28	12
Total Points Possible for Spring 2024 Reading	**36**

Note: The color coding indicates the standard alignment addressed in the reporting category; black or green = reading.

Grade 4 ELA Blueprint
Based upon the *2021 Alabama Course of Study: English Language Arts*

Domains (Reporting Categories)	Possible Points for Grade 4
Phonics—ACSS 1, 2, 3, 4	6
Vocabulary—ACSS 9, 10, 11	6
Comprehension—ACSS 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27	30
Writing—ACSS 33, 38, 39, 40	6
Text-Dependent Writing—ACSS 35, 36, 37	10
Total ELA Points Possible	58

Each reading, writing, or listening question connects to a reporting category in the table above as well as to the respective additional reporting information in the table below. Each reading, writing, or listening question counts only one time in the student's score.

Note: The color coding indicates the additional reporting information that the standard is addressing; black or green = reading; red = listening; blue = writing.

Additional Reporting Information	Possible Points for Grade 4
*Reading—ACSS 1, 2, 3, 9, 10, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 33	28–36
*Listening—ACSS 27	6
*Writing—ACSS 4, 11, 35, 36, 37, 38, 39, 40	16–24

Grade 5 ELA Blueprint
Based upon the *2021 Alabama Course of Study: English Language Arts*

Domains (Reporting Categories)	Possible Points for Grade 5
Phonics—ACSS 3	6
Vocabulary—ACSS 11, 12, 13	6–8
Comprehension—ACSS 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	28–30
Writing—ACSS 38, 39, 40, 42	6
Text-Dependent Writing—ACSS 34, 35, 36	10
Total ELA Points Possible	**58**

Each reading, writing, or listening question connects to a reporting category in the table above as well as to the respective additional reporting information in the table below. Each reading, writing, or listening question counts only one time in the student's score.

Note: The color coding indicates the additional reporting information that the standard is addressing; black or green = reading; red = listening; blue = writing.

Additional Reporting Information	Possible Points for Grade 5
*Reading—ACSS 3, 11, 12, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27	30–36
*Listening—ACSS 13, 28	6
*Writing—ACSS 29, 30, 34, 35, 36, 38, 39, 40, 42	16–22

Grade 6 ELA Blueprint
Based upon the *2021 Alabama Course of Study: English Language Arts*

Domains (Reporting Categories)	Possible Points for Grade 6
Critical Literacy—ACSS 1, 2, 3, 4, 5, 6	24–30
Language Literacy—ACSS 17, 19	6–8
Research Literacy—ACSS 22, 25	6
Vocabulary Literacy—ACSS 27, 28	6–8
Text-Dependent Writing—ACSS 24	10
Total ELA Points Possible	**58**

Each reading, writing, or listening question connects to a reporting category in the table above as well as to the respective additional reporting information in the table below. Each reading, writing, or listening question counts only one time in the student's score.

Note: The color coding indicates the additional reporting information that the standard is addressing; black or green = reading; red = listening; blue = writing.

Additional Reporting Information	Possible Points for Grade 6
*Reading—ACSS 1, 2, 3, 4, 22, 27	30–36
*Listening—ACSS 5, 6, 17, 28	6
*Writing—ACSS 19, 24, 25	16–22

Grade 7 ELA Blueprint
Based upon the *2021 Alabama Course of Study: English Language Arts*

Domains (Reporting Categories)	Possible Points for Grade 7
Critical Literacy—ACSS 1, 2, 3, 4, 5, 6	24–30
Language Literacy—ACSS 19, 21	6–8
Research Literacy—ACSS 24, 27	6
Vocabulary Literacy—ACSS 29, 31, 32	6–8
Text-Dependent Writing—ACSS 26	10
Total ELA Points Possible	**58**

Each reading, writing, or listening question connects to a reporting category in the table above as well as to the respective additional reporting information in the table below. Each reading, writing, or listening question counts only one time in the student's score.

Note: The color coding indicates the additional reporting information that the standard is addressing; black or green = reading; red = listening; blue = writing.

Additional Reporting Information	Possible Points for Grade 7
*Reading—ACSS 1, 2, 3, 4, 24, 29	26–36
*Listening—ACSS 5, 6, 19, 31	6
*Writing—ACSS 21, 26, 27, 32	16–26

Grade 8 ELA Blueprint
Based upon the *2021 Alabama Course of Study: English Language Arts*

Domains (Reporting Categories)	Possible Points for Grade 8
Critical Literacy—ACSS 1, 2, 3, 4, 5, 6, 7	24–30
Language Literacy—ACSS 19, 20	6–8
Research Literacy—ACSS 26	6
Vocabulary Literacy—ACSS 28, 30, 31	6–8
Text-Dependent Writing—ACSS 25	10
Total ELA Points Possible	**58**

Each reading, writing, or listening question connects to a reporting category in the table above as well as to the respective additional reporting information in the table below. Each reading, writing, or listening question counts only one time in the student's score.

Note: The color coding indicates the additional reporting information that the standard is addressing; black or green = reading; red = listening; blue = writing.

Additional Reporting Information	Possible Points for Grade 8
*Reading—ACSS 1, 2, 3, 4, 5, 28	24–30
*Listening—ACSS 6, 7, 19, 30	6
*Writing—ACSS 20, 25, 26, 31	22–28

Grades 2–8 Math Blueprint
Based upon the *2019 Alabama Course of Study: Mathematics*

Reporting Categories	Possible Points
Grade 2	
Operations and Algebraic Thinking *Standards: 1, 2*, 3, 4, 5*	7
Operations with Numbers: Base Ten *Standards: 6, 7, 8, 9, 10, 11, 12, 13*, 14*	11
Data Analysis, Measurement, and Geometry *Standards: 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27*	20
Total Math Points Possible for Grade 2	**38**
Grade 3	
Operations and Algebraic Thinking *Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9*	13
Operations with Numbers: Base Ten *Standards: 10, 11, 12*	6
Operations with Numbers: Fractions *Standards: 13, 14, 15*	7
Data Analysis, Measurement, and Geometry *Standards: 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26*	16
Total Math Points Possible for Grade 3	**42**
Grade 4	
Operations and Algebraic Thinking *Standards: 1, 2, 3, 4, 5*	8
Operations with Numbers: Base Ten *Standards: 6, 7, 8, 9, 10, 11, 12*	8
Operations with Numbers: Fractions *Standards: 13, 14, 15, 16, 17, 18, 19*	12
Data Analysis, Measurement, and Geometry *Standards: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29*	14
Total Math Points Possible for Grade 4	**42**

*Standard not assessed on *ACAP Summative*

Reporting Categories	Possible Points
Grade 5	
Operations and Algebraic Thinking *Standards: 1, 2*	6
Operations with Numbers: Base Ten *Standards: 3, 4, 5, 6, 7, 8*	9
Operations with Numbers: Fractions *Standards: 9, 10, 11, 12, 13, 14, 15*	16
Data Analysis, Measurement, and Geometry *Standards: 16, 17, 18, 19, 20, 21, 22, 23*	11
Total Math Points Possible for Grade 5	**42**
Grade 6	
Proportional Reasoning *Standards: 1, 2, 3*	6
Number Systems and Operations *Standards: 4, 5, 6, 7, 8, 9, 10, 11, 12, 13*	15
Algebra and Functions *Standards: 14, 15, 16, 17, 18, 19, 20, 21*	13
Data Analysis, Statistics, and Probability *Standards: 22, 23, 24*	6
Geometry and Measurement *Standards: 25, 26, 27, 28*	6
Total Math Points Possible for Grade 6	**46**
Grade 7	
Proportional Reasoning *Standards: 1, 2, 3*	6
Number Systems and Operations *Standards: 4, 5*	10
Algebra and Functions *Standards: 6, 7, 8, 9*	6
Data Analysis, Statistics, and Probability *Standards: 10, 11, 12, 13, 14, 15, 16*	15
Geometry and Measurement *Standards: 17, 18, 19, 20, 21, 22*	9
Total Math Points Possible for Grade 7	**46**

Reporting Categories	Possible Points
Grade 8	
Numbers, Algebra, and Functions *Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17*	29
Data Analysis, Statistics, and Probability *Standards: 18, 19, 20, 21*	6
Geometry and Measurement *Standards: 22, 23, 24, 25, 26, 27, 28, 29, 30*	11
Total Math Points Possible for Grade 8	**46**

Science Blueprint
Based upon the *2015 Alabama Course of Study: Science*

Reporting Categories	Possible Points
Grade 4	
Energy *Standards: 1, 2, 3, 4, 5*	16-18
Waves and Their Applications in Technologies for Information Transfer *Standards: 6, 7, 8*	10-12
From Molecules to Organisms: Structures and Processes *Standards: 9, 10, 11*	10-12
Earth's Systems *Standards: 12, 13, 14, 15, 16, 17*	20-21
Total Science Points Possible for Grade 4	60
Grade 6	
Earth's Place in the Universe *Standards: 1, 2, 3*	10-12
Earth's Systems *Standards: 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14*	40-42
Earth and Human Activity *Standards: 15, 16*	7-9
Total Science Points Possible for Grade 6	60
Grade 8	
Matter and Its Interactions *Standards: 1, 2, 3, 4, 5, 6, 7*	21-23
Motion and Stability: Forces and Interactions *Standards: 8, 9, 10, 11, 12*	15-17
Energy *Standards: 13, 14, 15, 16*	12-14
Waves and Their Applications in Technologies for Information Transfer *Standards: 17, 18, 19*	8-10
Total Science Points Possible for Grade 8	60

*NOTE: These ranges are based off the number of standards in each reporting category compared to the total number of standards in each grade.

APPENDIX C. SAMPLE INDIVIDUAL STUDENT REPORT

Individual Student Report (Page 1)

ACAP
Alabama Comprehensive Assessment Program
SUMMATIVE

Student Report for SAMPLE A STUDENT | **Grade 4** | **English Language Arts (ELA), Math, and Science**

Student Number:	1234567890	District:	012 SAMPLE DISTRICT
Date of Birth:	03/04/2013	School:	0123 SAMPLE SCHOOL
Grade:	4	Test Date:	Spring XXXX

About the *Alabama Comprehensive Assessment Program* (ACAP) *Summative*

The *ACAP Summative* is administered in grades 2–8 in English language arts and math and in grades 4, 6, and 8 in science. The *ACAP Summative* measures the Alabama Course of Study Standards.

What is the purpose of this report?

This report includes information about student performance on the *ACAP Summative* in relation to the Alabama Course of Study Standards. It presents data that may help students, parents, and educators identify specific areas of strength and need.

PERFORMANCE LEVEL DESCRIPTORS

Level 1	Level 2	Level 3	Level 4
The student has a minimal understanding of grade-level standards and needs additional support at this level of learning as described in the Alabama Course of Study.	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.

The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.

STUDENT RESULTS

Content Area	Performance Level				Scale Score	Student Percentile	Growth Score	Growth Category
	Level 1	Level 2	Level 3	Level 4				
English Language Arts			✓		517	41	NA	NA
Math				✓	609	58	NA	NA
Science		✓			482	35	NA	NA

What is a Scale Score?
A student's scale score is a transformed version of the raw score. It provides comparable meaning across test administrations for the same grade and content area.

What is a Student Percentile?
Student percentiles are norm-referenced scores that are computed for each student based on the student's obtained scale score. The percentile describes the student's relative standing in the state's tested population for a given test. For example, if a student's percentile score is 79 on the ELA grade 5 assessment, it means that the student performed better than 79% of grade 5 Alabama students on that test.

What is a Growth Score?
Growth scores describe a student's learning over time compared to other students across the state who took the same test and had similar prior test scores. Growth scores are only provided for ELA and math assessments in which students are consecutively promoted from one grade level to the next (e.g., from grade 3 in 2023 to grade 4 in 2024) and received valid test scores both years for the given content area. Growth scores are percentiles that range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. For example, a student with a growth score of 45 on the ELA grade 4 assessment in the 2024 spring administration indicates that the student grew more in academic achievement than approximately 45% of the Alabama students who were tested on the ELA grade 4 assessment in 2024 and had similar test scores to the student's test score on the grade 3 ELA assessment in 2023.

Growth Category

Category 1	1–20	Category 3	41–60
Category 2	21–40	Category 4	61–99

Individual Student Report (Page 2)

📖 ENGLISH LANGUAGE ARTS – SAMPLE A STUDENT

Performance Level

255	449	493	545	750
Level 1	Level 2	Level 3	Level 4	
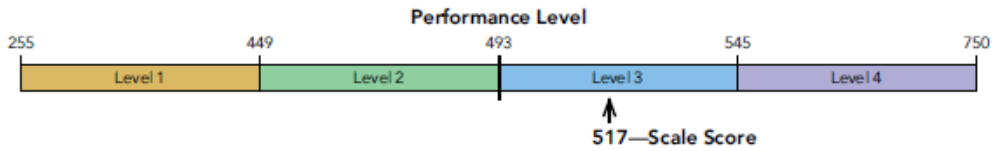
↑ 517—Scale Score

STUDENT PERFORMANCE

SCALE SCORE **517**	LEVEL 3

If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 504–530.

This student's Lexile range is 590L–740L.

This range represents the difficulty level of reading materials that will encourage optimal reading growth for the student.

For more information on the Lexile Framework® for Reading, visit support.lexile.com.

Reporting Categories[1]	Progress
Phonics	★★☆
Vocabulary	★★☆
Comprehension	★★★
Writing	★★☆
Text-Dependent Writing	★★☆

Reading	★★★
Listening	★★★
Writing	★★☆

➕ MATH – SAMPLE A STUDENT

Performance Level

275	477	538	580	700
Level 1	Level 2	Level 3	Level 4	
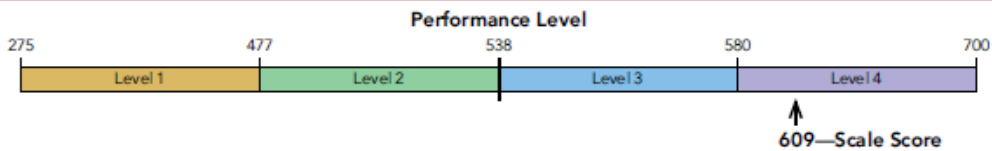
↑ 609—Scale Score

STUDENT PERFORMANCE

SCALE SCORE **609**	LEVEL 4

If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 584–634.

Reporting Categories[1]	Progress
Operations and Algebraic Thinking	★★★
Operations with Numbers: Base Ten	★★★
Operations with Numbers: Fractions	★★★
Data Analysis, Measurement, and Geometry	★★★

This student's Quantile range is 610Q–710Q. | This range represents the difficulty level of math lessons that the student is ready to learn. | For more information on the Quantile Framework® for math, visit support.lexile.com.

🧪 SCIENCE – SAMPLE A STUDENT

Performance Level

300	444	519	575	850
Level 1	Level 2	Level 3	Level 4	
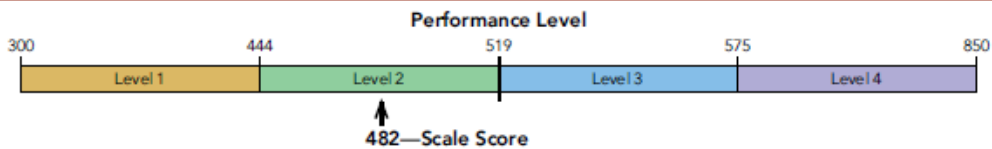
↑ 482—Scale Score

STUDENT PERFORMANCE

SCALE SCORE **482**	LEVEL 2

If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 467–497.

Reporting Categories[1]	Progress
Energy	★★☆
Waves and Their Applications in Technologies for Information Transfer	★☆☆
From Molecules to Organisms: Structures and Processes	★☆☆
Earth's Systems	★★☆

[1] The Reporting Categories tables show the student's progress. The progress level is estimated based on the number of questions a student has answered correctly in comparison to that of a Level 3 learner.

★☆☆ **SUPPORT NEEDED** Instructional support needed to build mastery of the standards

★★☆ **ON TRACK** Progressing toward mastery of the standards but may need instructional support

★★★ **PREPARED** Clearly progressing toward mastery of the standards

ACAP Summative ISR Quick Guide

What is an Individual Student Report (ISR)?

In Alabama, all students are required to take the Alabama Comprehensive Assessment Program (*ACAP*) *Summative* in English Language Arts (ELA) and math in grades 2 through 8 and in science in grades 4, 6, and 8. The ISR shows parents/guardians how their student performed on the *ACAP Summative*. Below is a description of the ISR layout and the information provided.

1 This section of the ISR indicates the student name, grade, content areas assessed, student number, date of birth, district, school, and test date.

2 The table outlines the student performance for each content area assessed at that grade.

- **PERFORMANCE LEVEL**—A check mark represents the student's performance level (1–4) in English Language Arts, math, and science (grades 4, 6, and 8 only). A student meeting grade-level standards will earn a performance level of 3 or 4.

- **SCALE SCORE**—The scale score is a transformed version of the raw score that provides comparable meaning across administrations and falls into one of the four performance levels. Each content area has a separate scale score unrelated to the other content areas, so scores cannot be compared between content areas.

- **STUDENT PERCENTILE**—Student percentiles are norm-referenced scores that are computed for each student based on the student's obtained scale score. The percentile describes the student's relative standing in the state's tested population for a given test. For example, if a student's percentile score is 79 on the ELA grade 5 assessment, it means that the student performed better than 79% of grade 5 Alabama students on that test.

- **GROWTH SCORE**—Growth scores describe a student's learning over time compared to other students across the state who took the same test and had similar prior test scores. Growth scores are only provided for ELA and math assessments in which students are consecutively promoted from one grade level to the next (e.g., from grade 3 in 2023 to grade 4 in 2024) and received valid test scores both years for the given content area. Growth scores are percentiles that range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. For example, a student with a growth score of 45 on the ELA grade 4 assessment in the 2024 spring administration indicates that the student grew more in academic achievement than approximately 45% of the Alabama students who were tested on the ELA grade 4 assessment in 2024 and had similar test scores to the student's test score on the grade 3 ELA assessment in 2023.

- **GROWTH CATEGORY**—Growth categories classify student growth scores into four levels. Category 1 includes students with the least growth (well below average), and Category 4 includes students with the most growth (above average).

| Category 1 | 1–20 | Category 3 | 41–60 |
| Category 2 | 21–40 | Category 4 | 61–99 |

Page 1   Continued →

Annotated Individual Student Report (Page 2)

ACAP Summative ISR Quick Guide

Page 1 Continued

3 This section of the ISR provides general information about the exam and the purpose of the report.

4 Performance level descriptors describe the skills that a typical student scoring at each performance level (1–4) should be able to demonstrate.

5 The bar graph represents the scale score range for each of the four performance levels. The arrow on the bar graph shows where the student score falls within one of the four performance levels.

6 Each reporting category within a content area corresponds to a subset of the Alabama Course of Study Standards. In each reporting category, the student is given a rating of one to three stars, to describe performance in the specific area.

7 For each content area, a score range is provided that predicts how the student would perform if the test were taken again under similar circumstances.

8 The Lexile Measure, available for reading, helps suggest literature appropriate for the student's reading skills. For more information on the Lexile Framework® for Reading, visit support.lexile.com.

9 The Quantile Measure, available for math, helps suggest materials appropriate for the student's ability in math skills and concepts. For more information on the Quantile Framework® for Math, visit support.lexile.com.

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