

ALABAMA STATE DEPARTMENT OF EDUCATION



ALTERNATE

USER GUIDE TO INTERPRETING REPORTS

Spring 2022

Grades 2–8, 10, and 11 English Language Arts and Math

Grades 4, 6, 8, 10, and 11 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) Alternate*. 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 ALTERNATE

The *ACAP Alternate* is an assessment administered to students in Grades 2–8, 10, and 11 in English language arts (ELA) and math, and in science in grades 4, 6, 8, 10, and 11, as an alternate to the general education state assessments. The *ACAP Alternate* is aligned to the Alabama Alternate Achievement Standards. The assessment is administered to students with the most significant cognitive disabilities who qualify for participation on the *ACAP Alternate* as determined by the IEP team.

The *ACAP Alternate* provides teachers, students, and parents with an assessment of student progress in mastering skills identified in the Alabama Alternate Achievement Standards. The *ACAP Alternate* is an untimed, paper-based student booklet assessment, with an online testing environment for the Test Administrator (TA). The entire test is read by the TA. The student provides a response to each test item, and the TA records the student's responses into the test engine. The student may respond verbally, by pointing to or marking their response in the test booklet, by eye gazing, using a communication device, or by any other means of communication used regularly by the student in the classroom. At no time does the student interact with the computer. The student is not required to record any answers in the student test booklet but may do so if preferred.

ACAP ALTERNATE SCORE INTERPRETATION

The *ACAP Alternate* yields criterion-referenced scores to convey information about student performance in relation to the Alabama Alternate Achievement Standards. Criterion-referenced information in the *ACAP Alternate* reporting includes scale scores and performance levels on the total test and progress level at each reporting category. Educators should work with parents or guardians to understand the various 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 Alternate Achievement 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 Alternate Achievement Standards and incorporate other evidence of student learning.

ACAP Alternate 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 Alternate* 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 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

A student may receive the following designation in lieu of a scale score.

- **INV:** This designation indicates that there was an irregularity associated with a student's test administration and the student's score was **Invalidated**. 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) may 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 Alternate* 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 Alternate Performance Levels and Performance Ranges

In July 2021, Alabama educators participated in the standard setting process, during which they recommended the performance standards in ELA, math, and science. Through this process, performance level cut scores were also established for the *ACAP Alternate*. Performance levels and their corresponding scale score ranges reflect student achievement relative to the Alabama Alternate Achievement Standards. There are four performance levels for the *ACAP Alternate*: *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 of the *ACAP Alternate*.

Performance Level Descriptors (PLDs)

Performance Level	Description
Level 1	The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Alternate Achievement 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 Alternate Achievement 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 Alternate Achievement 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 Alternate Achievement 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 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.

ACAP Alternate Proficiency

Proficiency on the *ACAP Alternate* 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.

Growth Score and Growth Scale

Growth scores describe a student's learning over time compared to other students who took the same test and had similar test scores in the previous year. Growth scores are only provided for ELA and math assessments where students moved up one grade from last year (e.g., from grade 3 in 2021 to grade 4 in 2022) and received valid test scores in 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 ELA grade 4 in the 2022 spring administration indicates that the student grew more in academic achievement than approximately 45% of the Alabama students who were tested on ELA grade 4 in 2022 and had similar test scores to the student’s test score on grade 3 ELA in 2021.

Growth categories classify student growth scores into four levels 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 Alternate 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 Alternate* test blueprints and presented in *Appendix B. Test Blueprints*. Each reporting category in a given content area is expected to be measured by four or more items (points).

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 Alternate* 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 Alternate Technical Report*.

USING ACAP ALTERNATE PERFORMANCE LEVELS AND REPORTING CATEGORY PROGRESS LEVELS

When interpreting *ACAP Alternate* results for instructional purposes, educators should pair the *ACAP Alternate* score reports with the *ACAP Alternate* performance level descriptors and the *ACAP Alternate* 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 Alternate* performance level descriptors documents provide this information for every content standard, at every grade level, that is included in the Alabama Alternate Achievement Standards.

Test Blueprints

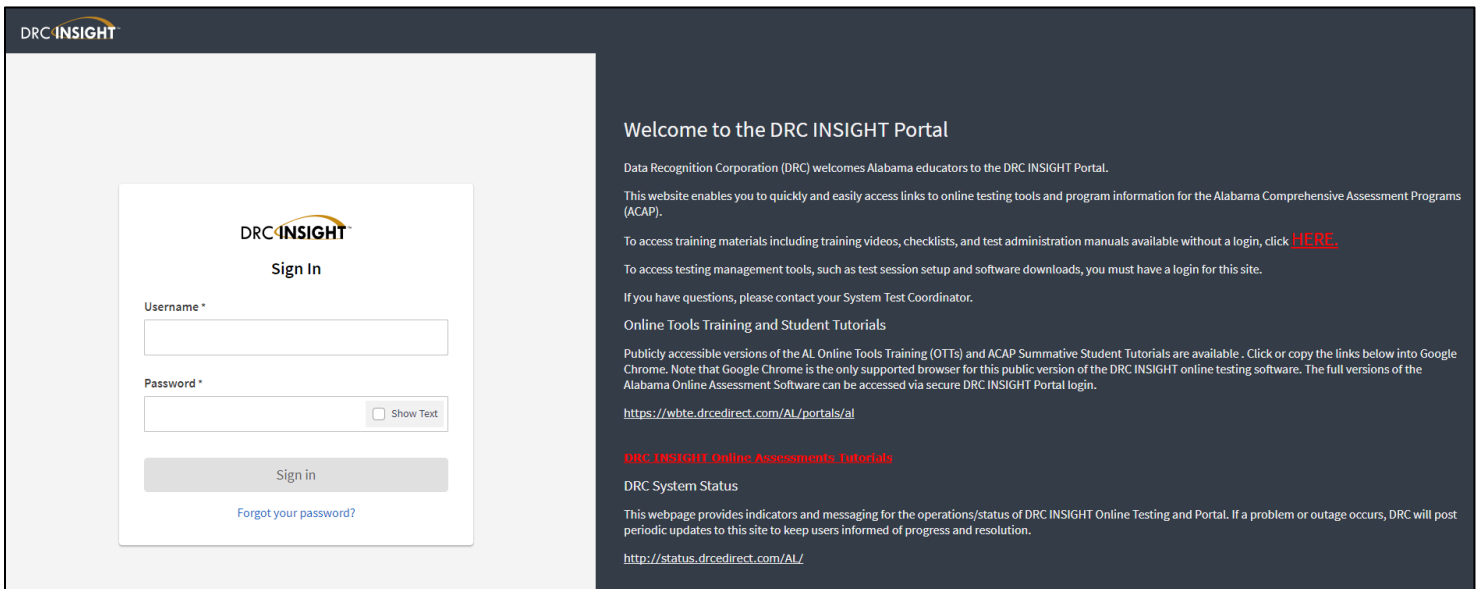
Test blueprints are documents that reflect the content of an assessment. The *ACAP Alternate* test blueprints include the domains, or reporting categories, that are tested within each content area and each grade. The test blueprints show the Alabama Alternate Achievement Standards that are tested within 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.drctdirect.com/>. A username and password are required to log in to the portal.



Welcome to the DRC INSIGHT Portal

Data Recognition Corporation (DRC) welcomes Alabama educators to the DRC INSIGHT Portal.

This website enables you to quickly and easily access links to online testing tools and program information for the Alabama Comprehensive Assessment Programs (ACAP).

To access training materials including training videos, checklists, and test administration manuals available without a login, click [HERE](#).

To access testing management tools, such as test session setup and software downloads, you must have a login for this site.

If you have questions, please contact your System Test Coordinator.

Online Tools Training and Student Tutorials

Publicly accessible versions of the AL Online Tools Training (OTTs) and ACAP Summative Student Tutorials are available. Click or copy the links below into Google Chrome. Note that Google Chrome is the only supported browser for this public version of the DRC INSIGHT online testing software. The full versions of the Alabama Online Assessment Software can be accessed via secure DRC INSIGHT Portal login.

<https://wbte.drctdirect.com/AL/portals/al>

DRC INSIGHT Online Assessments Tutorials

DRC System Status

This webpage provides indicators and messaging for the operations/status of DRC INSIGHT Online Testing and Portal. If a problem or outage occurs, DRC will post periodic updates to this site to keep users informed of progress and resolution.

<http://status.drctdirect.com/AL/>

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 Alternate* 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. 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

DRC INSIGHT ALABAMA USER MANAGEMENT

User Administration

Edit User Add Single User Upload Multiple Users

* Indicates required fields

First Name * Middle Initial Last Name *

Email Address *

Administration * User Role *

District * School

Permission-set

Tip: When you select a permission, its description will display below the list

Available Permissions	Assigned Permissions
<input type="checkbox"/>	<input checked="" type="checkbox"/> Administrator
<input type="checkbox"/>	<input checked="" type="checkbox"/> Documents - View
<input type="checkbox"/>	<input checked="" type="checkbox"/> DRC IRS - Access
<input type="checkbox"/>	<input checked="" type="checkbox"/> DRC IRS - District
<input type="checkbox"/>	<input checked="" type="checkbox"/> DRC IRS - School
<input type="checkbox"/>	<input checked="" type="checkbox"/> DRC IRS - Teacher
<input type="checkbox"/>	<input checked="" type="checkbox"/> Reports - View District Files
<input type="checkbox"/>	<input checked="" type="checkbox"/> Reports - View School Files
<input type="checkbox"/>	<input checked="" type="checkbox"/> View Reports - Download - District/Schc

To see the description, select a permission

Save

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 level. 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 Roster Report

The **Interactive Roster** report provides a list of student scores for the school and grade 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 how well a student mastered each key learning objective and identify learning objectives in need of improvement. For the content area selected, each reporting category indicates the progress level for that objective as either *Support Needed*, *On Track*, or *Prepared*. 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, 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 Mean Scale Score for State, District, and Schools is provided for additional context. A Summary table includes the Number of Students Tested, the Mean Scale Score, and the percentage in each Performance Level for the site(s), grade, 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 Alternate*. The school data are organized by grade 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 Mean Scale Score is indicated for the school, district, and state for the content area and grade 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, 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, 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 Alternate* in each reporting category. The school data are organized by grade, 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, 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 Alternate* broken down by various demographic subgroups. The school data by grade, 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** 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 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.

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 Alternate Individual Student Reports* (ISRs), the **School Performance Level Summary**, and **Student Score Labels** at the School Level. The **System Data File** and **District Performance Level Summary** are also available as District Level Reports within Published Reports.

HELP DESK

ACAP Alternate Help Desk

Customer service representatives are available via a toll-free phone number and email.

ACAP Alternate 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 the ALSDE 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	250	428	429	537	538	616	617	750
3	260	433	434	515	516	631	632	740
4	260	434	435	525	526	610	611	740
5	260	475	476	525	526	590	591	740
6	260	465	466	530	531	600	601	740
7	260	445	446	503	504	569	570	730
8	270	458	459	523	524	602	603	730
10	270	438	439	498	499	603	604	730
11	270	458	459	501	502	590	591	730

Math Performance Ranges Levels and Scale Score Ranges

Grade	Level 1		Level 2		Level 3		Level 4	
	Low	High	Low	High	Low	High	Low	High
2	260	423	424	532	533	608	609	740
3	260	420	421	515	516	582	583	740
4	260	419	420	508	509	595	596	740
5	270	393	394	508	509	606	607	730
6	270	422	423	498	499	588	589	730
7	260	431	432	499	500	610	611	730
8	270	423	424	515	516	628	629	730
10	270	410	411	516	517	631	632	730
11	270	392	393	499	500	563	564	730

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	250	439	440	489	490	566	567	750
6	260	407	408	483	484	566	567	740
8	270	392	393	473	474	523	524	730
10	270	436	437	491	492	569	570	730
11	260	389	390	469	470	554	555	730

APPENDIX B. TEST BLUEPRINTS

ACAP Alternate English Language Arts 2022 Test Blueprints – Grades 2 and 3

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
Grade 2				
Reading Standards for Literature ELA.AAS.2.1, ELA.AAS.2.1a, ELA.AAS.2.2, ELA.AAS.2.3, ELA.AAS.2.6, ELA.AAS.2.7	6–8	6–8	0	0
Reading Standards for Informational Text ELA.AAS.2.10, ELA.AAS.2.11, ELA.AAS.2.12, ELA.AAS.2.15, ELA.AAS.2.17	6–8	6–8	0	0
Writing Standards ELA.AAS.2.24, ELA.AAS.2.27, ELA.AAS.2.28	4–6	4–6	1	2
Language Standards ELA.AAS.2.35, ELA.AAS.2.35a, ELA.AAS.2.35b, ELA.AAS.2.35c, ELA.AAS.2.35e, ELA.AAS.2.38, ELA.AAS.2.38a, ELA.AAS.2.38e	6–8	6–8	0	0
Total	24	24	1	2
Grade 3				
Reading Standards for Literature ELA.AAS.3.1, ELA.AAS.3.2, ELA.AAS.3.3, ELA.AAS.3.6, ELA.AAS.3.7	6–8	6–8	0	0
Reading Standards for Informational Text ELA.AAS.3.10, ELA.AAS.3.11, ELA.AAS.3.12, ELA.AAS.3.14, ELA.AAS.3.17	6–8	6–8	0	0
Writing Standards ELA.AAS.3.22, ELA.AAS.3.23, ELA.AAS.3.24, ELA.AAS.3.28, ELA.AAS.3.29	4–6	4–6	1	2
Language Standards ELA.AAS.3.37, ELA.AAS.3.37a, ELA.AAS.3.37b, ELA.AAS.3.37c, ELA.AAS.3.37f, ELA.AAS.3.37g, ELA.AAS.3.38, ELA.AAS.3.38a, ELA.AAS.3.38b, ELA.AAS.3.38e, ELA.AAS.3.40a, ELA.AAS.3.40d, ELA.AAS.3.41, ELA.AAS.3.41b	6–8	6–8	0	0
Total	24	24	1	2

*Performance Tasks are items that require students to extend their thinking through a variety of means including, but not limited to, composing a constructed response, contrasting and comparing, measuring, selecting one or more responses, and creating graphs or charts of data.

ACAP Alternate English Language Arts 2022 Test Blueprints – Grades 4 and 5

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
Grade 4				
Reading Standards for Literature ELA.AAS.4.1, ELA.AAS.4.2, ELA.AAS.4.3, ELA.AAS.4.6, ELA.AAS.4.7	6–8	6–8	0	0
Reading Standards for Informational Text ELA.AAS.4.10, ELA.AAS.4.11, ELA.AAS.4.12, ELA.AAS.4.14, ELA.AAS.4.17	6–8	6–8	0	0
Writing Standards ELA.AAS.4.22, ELA.AAS.4.23, ELA.AAS.4.24, ELA.AAS.4.29, ELA.AAS.4.30	4–6	4–6	1	2
Language Standards ELA.AAS.4.38, ELA.AAS.4.38a, ELA.AAS.4.38b, ELA.AAS.4.38d, ELA.AAS.4.38f, ELA.AAS.4.39, ELA.AAS.4.39a, ELA.AAS.4.39d, ELA.AAS.4.41a, ELA.AAS.4.41c, ELA.AAS.4.42, ELA.AAS.4.42c	6–8	6–8	0	0
Grade 5				
Total	24	24	1	2
Reading Standards for Literature ELA.AAS.5.1, ELA.AAS.5.2, ELA.AAS.5.3, ELA.AAS.5.6	6–8	6–8	0	0
Reading Standards for Informational Text ELA.AAS.5.10, ELA.AAS.5.11, ELA.AAS.5.12, ELA.AAS.5.14, ELA.AAS.5.15, ELA.AAS.5.17	6–8	6–8	0	0
Writing Standards ELA.AAS.5.22, ELA.AAS.5.23, ELA.AAS.5.24, ELA.AAS.5.28, ELA.AAS.5.30	4–6	4–6	1	2
Language Standards ELA.AAS.5.38, ELA.AAS.5.38a, ELA.AAS.5.38b, ELA.AAS.5.38e, ELA.AAS.5.39, ELA.AAS.5.39a, ELA.AAS.5.39d, ELA.AAS.5.41, ELA.AAS.5.41c, ELA.AAS.5.42, ELA.AAS.5.42c	6–8	6–8	0	0
Total	24	24	1	2

**Performance Tasks are items that require students to extend their thinking through a variety of means including, but not limited to, composing a constructed response, contrasting and comparing, measuring, selecting one or more responses, and creating graphs or charts of data.*

ACAP Alternate English Language Arts 2022 Test Blueprints – Grades 6 and 7

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
Grade 6				
Reading Standards for Literature ELA.AAS.6.1, ELA.AAS.6.2, ELA.AAS.6.3, ELA.AAS.6.6	6–8	6–8	0	0
Reading Standards for Informational Text ELA.AAS.6.11, ELA.AAS.6.12, ELA.AAS.6.13, ELA.AAS.6.16, ELA.AAS.6.17, ELA.AAS.6.18	6–8	6–8	0	0
Writing Standards ELA.AAS.6.21, ELA.AAS.6.22, ELA.AAS.6.22a, ELA.AAS.6.22b, ELA.AAS.6.22f, ELA.AAS.6.23, ELA.AAS.6.27, ELA.AAS.6.29	4–6	4–6	1	2
Language Standards ELA.AAS.6.37, ELA.AAS.6.37a, ELA.AAS.6.37b, ELA.AAS.6.37c, ELA.AAS.6.38, ELA.AAS.6.38a, ELA.AAS.6.40, ELA.AAS.6.40a, ELA.AAS.6.40c, ELA.AAS.6.40d, ELA.AAS.6.41, ELA.AAS.6.41a, ELA.AAS.6.41b	6–8	6–8	0	0
Total	24	24	1	2
Grade 7				
Reading Standards for Literature ELA.AAS.7.1, ELA.AAS.7.2, ELA.AAS.7.3, ELA.AAS.7.6	6–8	6–8	0	0
Reading Standards for Informational Text ELA.AAS.7.10, ELA.AAS.7.11, ELA.AAS.7.12, ELA.AAS.7.14, ELA.AAS.7.15	6–8	6–8	0	0
Writing Standards ELA.AAS.7.20, ELA.AAS.7.21, ELA.AAS.7.22, ELA.AAS.7.27, ELA.AAS.7.28	4–6	4–6	1	2
Language Standards ELA.AAS.7.36, ELA.AAS.7.36a, ELA.AAS.7.36b, ELA.AAS.7.37, ELA.AAS.7.37a, ELA.AAS.7.39, ELA.AAS.7.39a, ELA.AAS.7.39b, ELA.AAS.7.39c, ELA.AAS.7.39d	6–8	6–8	0	0
Total	24	24	1	2

**Performance Tasks are items that require students to extend their thinking through a variety of means including, but not limited to, composing a constructed response, contrasting and comparing, measuring, selecting one or more responses, and creating graphs or charts of data.*

ACAP Alternate English Language Arts 2022 Test Blueprints – Grades 8 and 10

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
Grade 8				
Reading Standards for Literature ELA.AAS.8.1, ELA.AAS.8.2, ELA.AAS.8.3, ELA.AAS.8.6	6–8	6–8	0	0
Reading Standards for Informational Text ELA.AAS.8.10, ELA.AAS.8.11, ELA.AAS.8.12, ELA.AAS.8.14, ELA.AAS.8.15, ELA.AAS.8.17,	6–8	6–8	0	0
Writing Standards ELA.AAS.8.20, ELA.AAS.8.21, ELA.AAS.8.22, ELA.AAS.8.26, ELA.AAS.8.28	4–6	4–6	1	2
Language Standards ELA.AAS.8.36, ELA.AAS.8.36a, ELA.AAS.8.37, ELA.AAS.8.37a, ELA.AAS.8.39, ELA.AAS.8.39a, ELA.AAS.8.39b, ELA.AAS.8.39c, ELA.AAS.8.39d, ELA.AAS.8.40, ELA.AAS.8.40a, ELA.AAS.8.40b	6–8	6–8	0	0
Total	24	24	1	2
Grade 10				
Reading Standards for Literature ELA.AAS.10.1, ELA.AAS.10.2, ELA.AAS.10.3, ELA.AAS.10.6	6–8	6–8	0	0
Reading Standards for Informational Text ELA.AAS.10.10, ELA.AAS.10.11, ELA.AAS.10.12, ELA.AAS.10.14, ELA.AAS.10.15, ELA.AAS.10.17, ELA.AAS.10.18	6–8	6–8	0	0
Writing Standards ELA.AAS.10.21, ELA.AAS.10.22, ELA.AAS.10.23, ELA.AAS.10.27, ELA.AAS.10.29	4–6	4–6	1	2
Language Standards ELA.AAS.10.37, ELA.AAS.10.37c, ELA.AAS.10.37d, ELA.AAS.10.38, ELA.AAS.10.38a, ELA.AAS.10.38c, ELA.AAS.10.38d, ELA.AAS.10.40, ELA.AAS.10.40a, ELA.AAS.10.40c, ELA.AAS.10.40d, ELA.AAS.10.41, ELA.AAS.10.41a	6–8	6–8	0	0
Total	24	24	1	2

**Performance Tasks are items that require students to extend their thinking through a variety of means including, but not limited to, composing a constructed response, contrasting and comparing, measuring, selecting one or more responses, and creating graphs or charts of data.*

ACAP Alternate English Language Arts 2022 Test Blueprints – Grade 11

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
Grade 11				
Reading Standards for Literature ELA.AAS.11.1, ELA.AAS.11.2, ELA.AAS.11.3, ELA.AAS.11.5	6–8	6–8	0	0
Reading Standards for Informational Text ELA.AAS.11.7, ELA.AAS.11.10, ELA.AAS.11.11, ELA.AAS.11.12, ELA.AAS.11.15, ELA.AAS.11.16	6–8	6–8	0	0
Writing Standards ELA.AAS.11.19, ELA.AAS.11.20, ELA.AAS.11.21, ELA.AAS.11.26, ELA.AAS.11.27, ELA.AAS.11.27a, ELA.AAS.11.27b	4–6	4–6	1	2
Language Standards ELA.AAS.11.35, ELA.AAS.11.35a, ELA.AAS.11.35b, ELA.AAS.11.36, ELA.AAS.11.38, ELA.AAS.11.38a, ELA.AAS.11.38c, ELA.AAS.11.38d, ELA.AAS.11.39, ELA.AAS.11.39a	6–8	6–8	0	0
Total	24	24	1	2

**Performance Tasks are items that require students to extend their thinking through a variety of means including, but not limited to, composing a constructed response, contrasting and comparing, measuring, selecting one or more responses, and creating graphs or charts of data.*

ACAP Alternate Math 2022 Test Blueprints – Grades 2–4

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
Grade 2				
Operations and Algebraic Thinking M.AAS.2.1, M.AAS.2.3, M.AAS.2.4	6–8	6–8	0–1	0–2
Number and Operations in Base Ten M.AAS.2.5, M.AAS.2.6, M.AAS.2.7, M.AAS.2.8, M.AAS.2.9, M.AAS.2.10	6–8	6–8	0–1	0–2
Measurement, Data, and Geometry M.AAS.2.14, M.AAS.2.16, M.AAS.2.18, M.AAS.2.19, M.AAS.2.20, M.AAS.2.21, M.AAS.2.23, M.AAS.2.24, M.AAS.2.26	10–12	10–12	0–1	0–2
Total	24	24	1	2
Grade 3				
Operations and Algebraic Thinking M.AAS.3.1, M.AAS.3.2, M.AAS.3.7, M.AAS.3.8, M.AAS.3.9	5–7	5–7	0–1	0–2
Number and Operations in Base Ten M.AAS.3.10, M.AAS.3.11	5–7	5–7	0–1	0–2
Number and Operations—Fractions M.AAS.3.13, M.AAS.3.14, M.AAS.3.15, M.AAS.3.15a, M.AAS.3.15b, M.AAS.3.15c	5–7	5–7	0–1	0–2
Measurement, Data, and Geometry M.AAS.3.16, M.AAS.3.17, M.AAS.3.18, M.AAS.3.19, M.AAS.3.20, M.AAS.3.22, M.AAS.3.23, M.AAS.3.24	5–7	5–7	0–1	0–2
Total	24	24	1	2
Grade 4				
Operations and Algebraic Thinking M.AAS.4.3, M.AAS.4.4	5–7	5–7	0–1	0–2
Number and Operations in Base Ten M.AAS.4.6, M.AAS.4.7, M.AAS.4.8, M.AAS.4.9, M.AAS.4.10, M.AAS.4.11	5–7	5–7	0–1	0–2
Number and Operations—Fractions M.AAS.4.13, M.AAS.4.15, M.AAS.4.17	5–7	5–7	0–1	0–2
Measurement, Data, and Geometry M.AAS.4.19, M.AAS.4.20, M.AAS.4.21, M.AAS.4.22, M.AAS.4.23, M.AAS.4.26, M.AAS.4.28	5–7	5–7	0–1	0–2
Total	24	24	1	2

**Performance Tasks are items that require students to extend their thinking through a variety of means including, but not limited to, composing a constructed response, contrasting and comparing, measuring, selecting one or more responses, and creating graphs or charts of data.*

ACAP Alternate Math 2022 Test Blueprints – Grades 5–7

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
Grade 5				
Operations and Algebraic Thinking M.AAS.5.2, M.AAS.5.3	5–7	5–7	0–1	0–2
Number and Operations in Base Ten M.AAS.5.6, M.AAS.5.7, M.AAS.5.8, M.AAS.5.9, M.AAS.5.10	5–7	5–7	0–1	0–2
Number and Operations—Fractions M.AAS.5.11, M.AAS.5.12, M.AAS.5.14, M.AAS.5.16, M.AAS.5.17	5–7	5–7	0–1	0–2
Measurement, Data, and Geometry M.AAS.5.18a, M.AAS.5.19, M.AAS.5.21, M.AAS.5.23, M.AAS.5.24, M.AAS.5.25	5–7	5–7	0–1	0–2
Total	24	24	1	2
Grade 6				
Ratios and Proportional Relationships M.AAS.6.1, M.AAS.6.2, M.AAS.6.3, M.AAS.6.3a, M.AAS.6.3b, M.AAS.6.3c, M.AAS.6.3d	5–7	5–7	0–1	0–2
The Number System M.AAS.6.4, M.AAS.6.5, M.AAS.6.6, M.AAS.6.8, M.AAS.6.9a, M.AAS.6.9b, M.AAS.6.9c, M.AAS.6.11	5–7	5–7	0–1	0–2
Expressions and Equations M.AAS.6.13, M.AAS.6.13a, M.AAS.6.13b, M.AAS.6.17, M.AAS.6.18	5–7	5–7	0–1	0–2
Geometry, Statistics, and Probability M.AAS.6.21, M.AAS.6.22, M.AAS.6.24, M.AAS.6.25, M.AAS.6.28, M.AAS.6.29	5–7	5–7	0–1	0–2
Total	24	24	1	2
Grade 7				
Ratios and Proportional Relationships M.AAS.7.1, M.AAS.7.2, M.AAS.7.3,	5–7	5–7	0–1	0–2
Numbers, Expressions, and Equations M.AAS.7.4, M.AAS.7.5a, M.AAS.7.5b, M.AAS.7.5c, M.AAS.7.6, M.AAS.7.9, M.AAS.7.10	5–7	5–7	0–1	0–2
Geometry M.AAS.7.11, M.AAS.7.13, M.AAS.7.14, M.AAS.7.15, M.AAS.7.16	5–7	5–7	0–1	0–2
Statistics and Probability M.AAS.7.17, M.AAS.7.19, M.AAS.7.21, M.AAS.7.22, M.AAS.7.23	5–7	5–7	0–1	0–2
Total	24	24	1	2

**Performance Tasks are items that require students to extend their thinking through a variety of means including, but not limited to, composing a constructed response, contrasting and comparing, measuring, selecting one or more responses, and creating graphs or charts of data.*

ACAP Alternate Math 2022 Test Blueprints – Grades 8, 10, and 11

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
Grade 8				
The Number System M.AAS.8.1, M.AAS.8.2, M.AAS.8.3	5–7	5–7	0–1	0–2
Expressions and Equations M.AAS.8.4, M.AAS.8.7, M.AAS.8.8, M.AAS.8.10	5–7	5–7	0–1	0–2
Functions M.AAS.8.11, M.AAS.8.13, M.AAS.8.14, M.AAS.8.14a, M.AAS.8.15	5–7	5–7	0–1	0–2
Geometry, Statistics, and Probability M.AAS.8.16, M.AAS.8.17, M.AAS.8.18, M.AAS.8.20, M.AAS.8.22, M.AAS.8.25, M.AAS.8.28a	5–7	5–7	0–1	0–2
Total	24	24	1	2
Grade 10				
Functions M.AAS.F.HS.25, M.AAS.F.HS.26, M.AAS.F.HS.27, M.AAS.F.HS.28, M.AAS.F.HS.29, M.AAS.F.HS.30, M.AAS.F.HS.31, M.AAS.F.HS.32, M.AAS.F.HS.33, M.AAS.F.HS.34, M.AAS.F.HS.35, M.AAS.F.HS.36, M.AAS.F.HS.37, M.AAS.F.HS.38, M.AAS.F.HS.39, M.AAS.F.HS.40	16–18	16–18	0–1	0–2
Statistics and Probability M.AAS.SP.HS.41, M.AAS.SP.HS.42, M.AAS.SP.HS.43, M.AAS.SP.HS.44, M.AAS.SP.HS.45, M.AAS.SP.HS.46	6–8	6–8	0–1	0–2
Total	24	24	1	2
Grade 11				
Geometry M.G.AAS.HS.1, M.G.AAS.HS.2, M.G.AAS.HS.3, M.G.AAS.HS.4, M.G.AAS.HS.5, M.G.AAS.HS.6, M.G.AAS.HS.7, M.G.AAS.HS.8, M.G.AAS.HS.9, M.G.AAS.HS.10, M.G.AAS.HS.11, M.G.AAS.HS.12, M.G.AAS.HS.11.13	24	24	1	2
Total	24	24	1	2

**Performance Tasks are items that require students to extend their thinking through a variety of means including, but not limited to, composing a constructed response, contrasting and comparing, measuring, selecting one or more responses, and creating graphs or charts of data.*

ACAP Alternate Science 2022 Test Blueprints – Grades 4, 6, and 8

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
Grade 4				
Energy SCI.AAS.4.1, SCI.AAS.4.2, SCI.AAS.4.3, SCI.AAS.4.4, SCI.AAS.4.5, SCI.AAS.4.6	5–7	5–7	0–1	0–2
Waves and Their Application in Technologies for Information Transfer SCI.AAS.4.7, SCI.AAS.4.8	5–7	5–7	0–1	0–2
From Molecules to Organisms: Structures and Processes SCI.AAS.4.9, SCI.AAS.4.10, SCI.AAS.4.11	5–7	5–7	0–1	0–2
Earth’s Systems SCI.AAS.4.12, SCI.AAS.4.13, SCI.AAS.4.14, SCI.AAS.4.15, SCI.AAS.4.16, SCI.AAS.4.17	5–7	5–7	0–1	0–2
Total	24	24	1	2
Grade 6				
Earth’s Place in the Universe SCI.AAS.6.1, SCI.AAS.6.2, SCI.AAS.6.3	7–9	7–9	0–1	0–2
Earth’s Systems SCI.AAS.6.4, SCI.AAS.6.5, SCI.AAS.6.6, SCI.AAS.6.7, SCI.AAS.6.8, SCI.AAS.6.9, SCI.AAS.6.11, SCI.AAS.6.12, SCI.AAS.6.13, SCI.AAS.6.13a, SCI.AAS.6.14	9–11	9–11	0–1	0–2
Earth and Human Activity SCI.AAS.6.15, SCI.AAS.6.16	7–9	7–9	0–1	0–2
Total	24	24	1	2
Grade 8				
Matter and Its Interactions SCI.AAS.8.1, SCI.AAS.8.2, SCI.AAS.8.3, SCI.AAS.8.3a, SCI.AAS.8.4, SCI.AAS.8.5, SCI.AAS.8.7	6–8	6–8	0–1	0–2
Motion and Stability: Forces and Interactions SCI.AAS.8.8, SCI.AAS.8.9, SCI.AAS.8.10, SCI.AAS.8.11	6–8	6–8	0–1	0–2
Energy SCI.AAS.8.13, SCI.AAS.8.16	5–7	5–7	0–1	0–2
Waves and Their Application in Technologies for Information Transfer SCI.AAS.8.17, SCI.AAS.8.18, SCI.AAS.8.19	5–7	5–7	0–1	0–2
Total	24	24	1	2

**Performance Tasks are items that require students to extend their thinking through a variety of means including, but not limited to, composing a constructed response, contrasting and comparing, measuring, selecting one or more responses, and creating graphs or charts of data.*


ACAP Alternate Science 2022 Test Blueprints – Grades 10 and 11

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
Grade 10				
From Molecules to Organisms: Structures and Processes SCI.AAS.B.HS.2, SCI.AAS.B.HS.3, SCI.AAS.B.HS.4, SCI.AAS.B.HS.5, SCI.AAS.B.HS.6	6–8	6–8	0–1	0–2
Ecosystems: Interactions, Energy, and Dynamics SCI.AAS.B.HS.7, SCI.AAS.B.HS.8, SCI.AAS.B.HS.9	6–8	6–8	0–1	0–2
Heredity: Inheritance and Variation of Traits SCI.AAS.B.HS.11	5–7	5–7	0–1	0–2
Unity and Diversity SCI.AAS.B.HS.13, SCI.AAS.B.HS.16	5–7	5–7	0–1	0–2
Total	24	24	1	2
Grade 11				
Earth’s Place in the Universe SCI.AAS.ESS.HS.1, SCI.AAS.ESS.HS.4, SCI.AAS.ESS.HS.5	11–13	11–13	0–1	0–2
Earth Systems SCI.AAS.ESS.HS.11, SCI.AAS.ESS.HS.12, SCI.AAS.EES.HS.15	11–13	11–13	0–1	0–2
Total	24	24	1	2

**Performance Tasks are items that require students to extend their thinking through a variety of means including, but not limited to, composing a constructed response, contrasting and comparing, measuring, selecting one or more responses, and creating graphs or charts of data.*

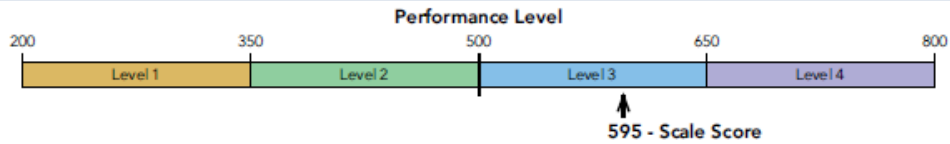
APPENDIX C. SAMPLE INDIVIDUAL STUDENT REPORT

Individual Student Report (Page 1)

 <p>ALTERNATE</p>	Student Report for SAMPLE C STUDENT	Grade 4	English Language Arts (ELA), Math, and Science												
Student Number: 1234567890 Date of Birth: 03/04/2007 Grade: 4	System: 012 SAMPLE DISTRICT School: 0123 SAMPLE SCHOOL Test Date: Spring 2022														
<p>About the <i>Alabama Comprehensive Assessment Program (ACAP) Alternate</i></p> <p>The <i>ACAP Alternate</i> is administered in grades 2–8, 10, and 11 in English language arts and math and in grades 4, 6, 8, 10, and 11 in science. It is a standards-based assessment designed specifically to ensure that students with the most significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate the knowledge, concepts, and skills as set forth in the Alabama Alternate Achievement Standards.</p>		<p>What is the purpose of this report?</p> <p>This report includes information about student performance on the <i>ACAP Alternate</i> in relation to the Alabama Alternate Achievement Standards. It presents data that may help students, parents, and educators identify specific areas of strength and need.</p>													
<p>PERFORMANCE LEVEL DESCRIPTORS</p>															
<p style="text-align: center;">Level 1</p> <p>The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Alternate Achievement Standards.</p>	<p style="text-align: center;">Level 2</p> <p>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 Alternate Achievement Standards.</p>	<p style="text-align: center;">Level 3</p> <p>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 Alternate Achievement Standards.</p>	<p style="text-align: center;">Level 4</p> <p>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 Alternate Achievement Standards.</p>												
<p>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.</p>															
<p>STUDENT RESULTS</p>															
Content Area	Performance Level				Scale Score	Growth Score	Growth Category								
	Level 1	Level 2	Level 3	Level 4											
English Language Arts			✓		595	55	Category 3								
Math				✓	695	65	Category 4								
Science		✓			410	NA	NA								
<p>What is a Scale Score?</p> <p>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.</p>															
<p>What is a Growth Score?</p> <p>Growth scores describe a student's learning over time compared to other students who took the same test and had similar prior test scores. Growth scores are only provided for those students who received valid scores on the prior state assessment in a content area and have a valid score on this year's test. Growth scores are percentiles that range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth.</p>					<p>Growth Scale</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Category 1</td> <td>1–20</td> <td style="background-color: #e0e0e0;">Category 3</td> <td>41–60</td> </tr> <tr> <td style="background-color: #e0e0e0;">Category 2</td> <td>21–40</td> <td style="background-color: #e0e0e0;">Category 4</td> <td>61–99</td> </tr> </table>			Category 1	1–20	Category 3	41–60	Category 2	21–40	Category 4	61–99
Category 1	1–20	Category 3	41–60												
Category 2	21–40	Category 4	61–99												
<p>Page 1 <i>ACAP Alternate</i> 240.610-000005-11122</p>															

Individual Student Report (Page 2)

ENGLISH LANGUAGE ARTS – SAMPLE C STUDENT



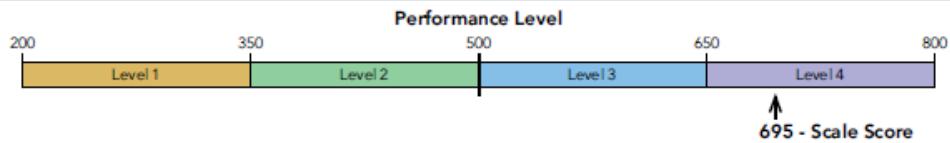
STUDENT PERFORMANCE

SCALE SCORE
595 LEVEL 3

If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 585–605.

Reporting Categories ¹	Progress
Reading Standards for Literature	★★★
Reading Standards for Informational Text	★★★
Writing Standards	★★★
Language Standards	★★★

MATH – SAMPLE C STUDENT



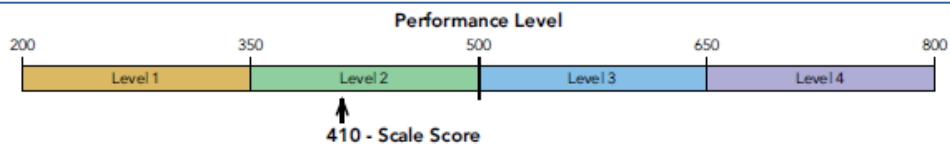
STUDENT PERFORMANCE

SCALE SCORE
695 LEVEL 4

If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 685–705.

Reporting Categories ¹	Progress
Operations and Algebraic Thinking	★★★
Number and Operations in Base Ten	★★★
Number and Operations – Fractions	★★★
Measurement, Data, and Geometry	★★★

SCIENCE – SAMPLE C STUDENT



STUDENT PERFORMANCE

SCALE SCORE
410 LEVEL 2

If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 400–420.

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

APPENDIX D. ANNOTATED INDIVIDUAL STUDENT REPORT

Annotated Individual Student Report (Page 1)

ACAP Alternate ISR Quick Guide



What is an Individual Student Report (ISR)?

The Alabama Comprehensive Assessment Program (ACAP) Alternate is an assessment administered to students in English Language Arts (ELA) and math in grades 2–8, 10, and 11 and in science in grades 4, 6, 8, 10, and 11. The assessment is administered to students with the most significant cognitive disabilities who qualify for participation on the ACAP Alternate as determined by the IEP team. The ISR shows parents/guardians how their student performed on the ACAP Alternate. 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 This section of the ISR provides general information about the exam and the purpose of the report.

3 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. 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 test 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.

- **Growth Score**—Growth scores describe a student's learning over time compared to other students who took the same test and had similar test scores in the previous year. Growth scores are only provided for ELA and math assessments where students moved up one grade from last year (e.g., from grade 3 in 2021 to grade 4 in 2022) and received valid test scores in 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 ELA grade 4 in the 2022 spring administration indicates that the student grew more in academic achievement than approximately 45% of the Alabama students who were tested on ELA grade 4 in 2022 and had similar test scores to the student's test score on grade 3 ELA in 2021.

ACAP ALTERNATE Students Report for SAMPLE STUDENT Grade 4 English Language Arts (ELA), Math, and Science

Student Number: 0234567890 System: 0123 SAMPLE DISTRICT
 Date of Birth: 01/04/2007 School: 0123 SAMPLE SCHOOL
 Grade: 4 Test Date: Spring 2022

About the Alabama Comprehensive Assessment Program (ACAP) Alternate
 The ACAP Alternate is administered in grades 2–8, 10, and 11 in English Language Arts (ELA) and in grades 4, 6, 8, 10, and 11 in science. It is a standards-based assessment designed specifically to ensure that students with the most significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate their knowledge, concepts, and skills as set forth in the Alabama Alternate Achievement Standards.

What is the purpose of this report?
 This report includes information about student performance on the ACAP Alternate in relation to the Alabama Alternate Achievement 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 demonstrates a lack of understanding of general concepts and skills in the content area. The student requires significant support to participate in the assessment.	The student demonstrates a limited understanding of general concepts and skills in the content area. The student requires moderate support to participate in the assessment.	The student demonstrates a basic understanding of general concepts and skills in the content area. The student requires minimal support to participate in the assessment.	The student demonstrates a solid understanding of general concepts and skills in the content area. The student requires no support to participate in the assessment.

STUDENT RESULTS

Content Area	Performance Level				Scale Score	Growth Score	Growth Category
	Level 1	Level 2	Level 3	Level 4			
English Language Arts			✓		85	45	Category 3
Math				✓	80	40	Category 4
Science		✓			80	NA	NA

What is a Scale Score?
 A student's raw score is transformed into a scale score. It makes scores from one year comparable to scores from another year.

What is a Growth Score?
 Growth scores describe a student's learning over time compared to other students who took the same test and had similar test scores in the previous year. Growth scores are only provided for ELA and math assessments where students moved up one grade from last year (e.g., from grade 3 in 2021 to grade 4 in 2022) and received valid test scores in 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.

Growth Scale

Category	Score Range	Percentile Range
Category 1	1–20	1–40
Category 2	21–40	41–60
Category 3	41–60	61–80
Category 4	61–99	81–99

- **Growth Category**—Growth categories classify student growth scores into four levels.

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).

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

Annotated Individual Student Report (Page 2)

ACAP Alternate ISR Quick Guide

- 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 Alternate Achievement 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.

ENGLISH LANGUAGE ARTS – SAMPLE C STUDENT

Performance Level: Level 1 (200-300), Level 2 (300-400), Level 3 (400-500), Level 4 (500-600)

Scale Score: 595

STUDENT PERFORMANCE | **SCALE SCORE** 595 | **LEVEL** 3

If a student were to retest again under similar circumstances, the student's score would likely remain in the following range: 500-600.

Reporting Category	Program
Reading Standards for Literature	★★★
Reading Standards for Informational Text	★★★
Writing Standards	★★★
Language Conventions	★★★

MATH – SAMPLE C STUDENT

Performance Level: Level 1 (200-300), Level 2 (300-400), Level 3 (400-500), Level 4 (500-600)

Scale Score: 470

STUDENT PERFORMANCE | **SCALE SCORE** 470 | **LEVEL** 3

If a student were to retest again under similar circumstances, the student's score would likely remain in the following range: 400-500.

Reporting Category	Program
Number and Operations – Fractions	★★★
Number and Operations in Base Ten	★★★
Number and Operations – Real Number	★★★
Measurement, Data, and Geometry	★★

SCIENCE – SAMPLE C STUDENT

Performance Level: Level 1 (200-300), Level 2 (300-400), Level 3 (400-500), Level 4 (500-600)

Scale Score: 410

STUDENT PERFORMANCE | **SCALE SCORE** 410 | **LEVEL** 2

If a student were to retest again under similar circumstances, the student's score would likely remain in the following range: 300-400.

Reporting Category	Program
Earth	★★
Science and Their Applications in Technologies for Attainment of Education	★★
Health, Mathematics, Operations, Structures and Processes	★★
Life Systems	★★

The Reporting Category indicates the student's progress. The program level is determined based on the number of categories in which the student has earned at least a 1 or a 2 score.

★☆☆ : Significant improvement in performance
★★★ : Proficient level of performance
☆☆☆ : Significant improvement in performance

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