

# ALABAMA STATE DEPARTMENT OF EDUCATION



## ALTERNATE

### USER GUIDE TO INTERPRETING REPORTS

**Spring 2025**  
**Grades 2–8, 10, and 11 English Language Arts and Math**  
**Grades 4, 6, 8, and 11 Science**

Published by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311. Copyright © 2025 by the Alabama State Department of Education. All rights reserved. Printed in the United States of America. The materials contained in this document are for use by Alabama educators only. This permission does not extend to the duplication of materials for commercial use.

Alabama State Department of Education, Eric G. Mackey, State Superintendent of Education

The Alabama State Board of Education and the Alabama State Department of Education do not discriminate on the basis of race, color, disability, sex, religion, national origin, or age in their programs, activities, or employment and provides equal access to the Boy Scouts and other designated youth groups. The following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator, Alabama State Department of Education, P.O. Box 302101, Montgomery, AL 36130-2101, telephone (334) 694-4717

## TABLE OF CONTENTS

TABLE OF CONTENTS.....	1
PURPOSE OF THIS GUIDE .....	2
ABOUT THE ACAP ALTERNATE .....	2
ACAP ALTERNATE SCORE INTERPRETATION .....	2
ACAP Alternate Scale Scores.....	3
Students Not Receiving Scale Scores .....	3
The Standard Error of Measurement or Scale Score Range .....	3
ACAP Alternate Performance Levels and Performance Ranges .....	4
ACAP Alternate Proficiency.....	4
Growth Score and Growth Category.....	5
ACAP Alternate Reporting Categories Progress Levels.....	5
USING ACAP ALTERNATE PERFORMANCE LEVELS AND REPORTING CATEGORY PROGRESS LEVELS .....	7
Performance Level Descriptors.....	7
Test Blueprints .....	7
ABOUT THE DRC ACAP REPORTING SERVICES APPLICATION .....	8
Accessing the Reporting Services Application .....	8
Navigating the Reporting Services Application.....	10
Role Permissions.....	10
Available Reports in the Reporting Services Application.....	11
Student Results: Roster Report.....	11
Using the Roster Report to Improve Learning.....	11
Summary Results: Content Area Summary .....	11
Using the Content Area Summary Reports to Improve Learning.....	12
Summary Results: Reporting Category Summary .....	12
Using the Reporting Category Summary Report to Improve Learning.....	12
Batch Download.....	13
Published Reports .....	13
HELP DESK .....	13
APPENDIX A. ACAP ALTERNATE 2025 PERFORMANCE LEVELS AND SCALE SCORE RANGES..	14
APPENDIX B. TEST BLUEPRINTS .....	15
APPENDIX C. SAMPLE INDIVIDUAL STUDENT REPORT .....	24
APPENDIX D. ANNOTATED INDIVIDUAL STUDENT REPORT.....	26

## 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, 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 TA reads the entire test. 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.

## **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 average (or mean) 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***

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) 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 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 taking the ELA Grade 3 test receives a score of 595 (Level 3), the SEM range might be 545–671. 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*. In 2023, new standards were tested in math, and a standard setting was held in May 2023, to set new performance level cut scores for Math. In 2024, new standards were tested in ELA, and a standard setting was held accordingly in May 2024, to set new performance level cut scores for ELA.

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
<b>Level 1</b>	The student has a minimal understanding of grade-level standards and needs additional support at this level of learning as described in the Alabama Alternate Achievement Standards.
<b>Level 2</b>	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
<b>Level 3</b>	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.
<b>Level 4</b>	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 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 2024 to Grade 4 in 2025) 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 2025 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 2025 and had similar test scores to the student's test score on the Grade 3 ELA assessment in 2024.

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 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 (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 *Alternate 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, included in the Alabama Alternate Achievement Standards.

### Test Blueprints

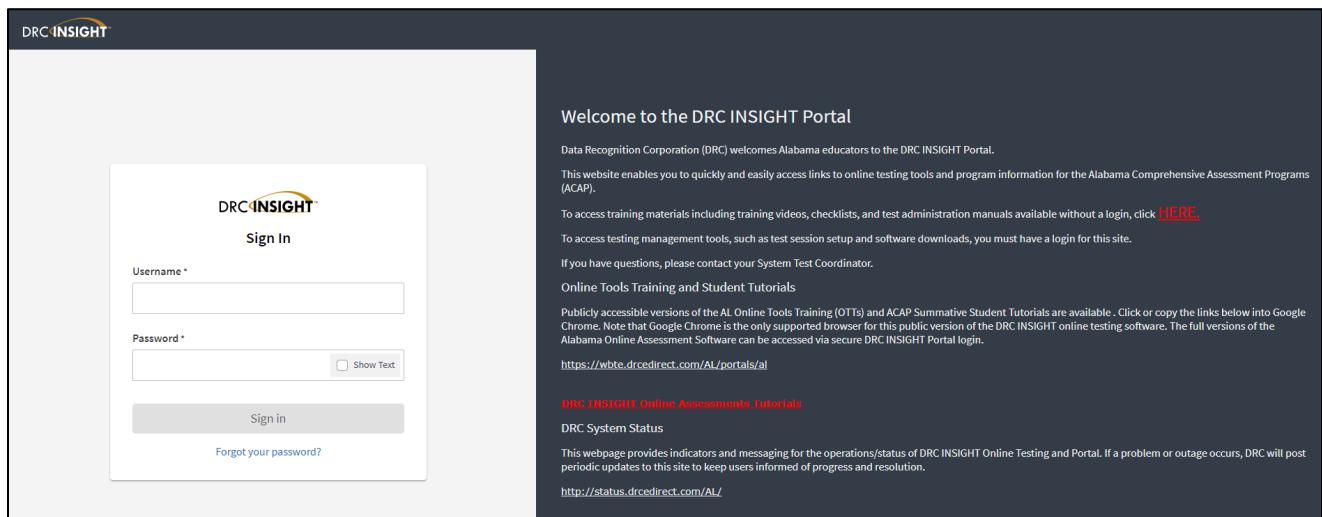
Test blueprints are documents that reflect the content of an assessment. The *ACAP Alternate* blueprints include the domains, or reporting categories, that are tested within each content area and each grade level. The test blueprints show the Alabama Alternate Achievement Standards that are tested within 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 REPORTING SERVICES APPLICATION

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

### Accessing the Reporting Services Application

All users will access the Reporting Services Application through the DRC INSIGHT Portal at [DRC INSIGHT Portal](#). A username and password are required to log in to the portal.



## \*New for 2025

**Alabama score reports are now located in the Reporting Services application.**

Please note: \*Score results for the ACAP *Alternate* administration prior to Spring 2025 can be found under My Applications > Interactive Reports.

MY APPLICATIONS ▾

PARTICIPANT PREPARATION		
Student Management	TEST ADMINISTRATION	TECHNOLOGY SETUP
Student Group Management	Test Monitoring	Central Office Services
Teacher Management	POST-TEST ACTIONS	
User Management	Student Management	
Rostering	SCORING AND REPORTING	
Import Management	Report Delivery	
TEST PREPARATION		
Administration Setup	Interactive Reports	
Materials	Reporting Services	
Test Management	GENERAL INFORMATION	
	General Information	

Welcome to Reporting Services

**Overview**

The Reporting Services application allows you to access Alabama score reports. Use the menu in the upper left to select a type of report.

Operational Dashboard contains Test Status and Student Status. The Test Status report provides the current state of online testing within an administration. You can compare what online testing has been completed, is in progress, and has not been started. The Student Status report provides the test status for each registered student, along with other related testing information, including student demographics, accommodations, and test start and end dates/times.

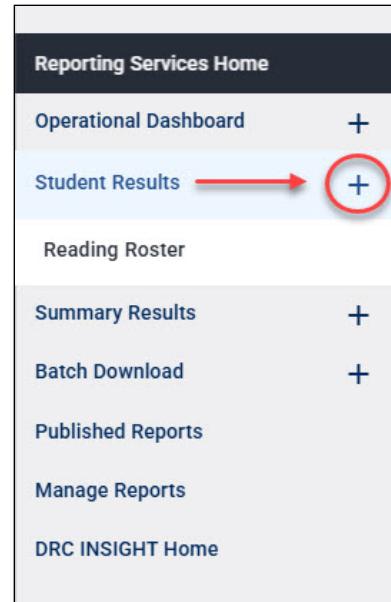
Student Results include Reading Rosters that provide scores at the individual student level.

Batch Download includes Individual Student Reports - Reading. Users can download reports for a single student or groups of students.

## Navigating the Reporting Services Application

Expand menu items by clicking headings with the "+" next to them. Select a subheading to view a report. If you need help using this application, browse the links in the upper right-hand corner by clicking on the (?), or contact DRC Customer Service for assistance.

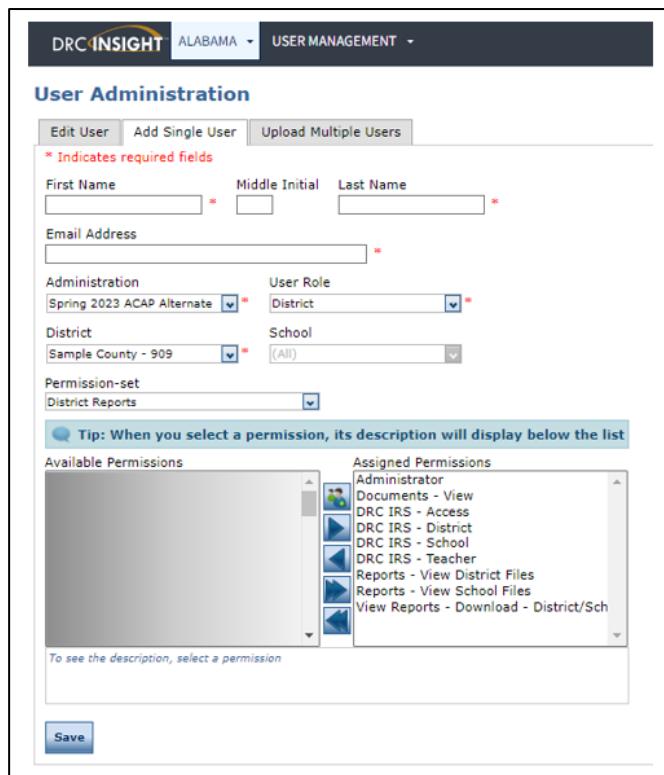
To exit the Reporting Services Home page, select the DRC INSIGHT Home link at the bottom of the list.



## 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 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* Reporting Services summary reports at the school or district levels, are included in the District Reports and School Reports permission sets (see figure). All report permissions are assigned to 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.



## Available Reports in the Reporting Services Application

The following portion of this guide outlines a description of the reports available within the DRC Reporting Services Application and discusses how these reports and related data can be used to improve learning. Details on how to run these reports and additional Quick Link reference documents are available within the reporting system by choosing the (?) in the upper-right hand corner of the Reporting Services Welcome page.

### **Student Results: Roster Report**

The **Roster Report** provides scale score and performance levels for students completing the grade-level *ACAP Alternate*. The roster contains one row for each content area tested by the student. Using the Overall and Reporting Category buttons allows the User to switch between views with or without Reporting Category columns. Data can also be downloaded by selecting the [XLS] button.

### **Using the Roster Report to Improve Learning**

The **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 objective in each content area. Report filters located within the column headers 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.

### **Summary Results: Content Area Summary**

The report provides an at-a-glance comparison of state, district, and school scores for the site(s), grade level by content area and demographic levels selected.

The **Content Area Summary** includes stacked column charts providing a side-by-side summary of state and district performance compared to the school(s) performance. A bar graph shows the percent of students in each performance level for a content area. Clicking a column within the graph will drill down to the Reporting Category Progress Levels for the selected organization. A bar graph of the Average Scale Score for state, district, and schools is provided for additional context. The percentage of students in each Growth Category is also available followed by a Summary data table that includes the Number of Students Tested, the Average Scale Score, the percentage in each Performance Level, the Median Growth Scores as well as the percentage of students at each Growth Category for the site(s), grade level, and content area selected.

The **Demographic Summary** provides at-a-glance comparisons between various demographic subgroups by Content Area. A stacked column chart displays the Performance Level breakdown, and a bar graph outlines the Average Scale Score for each of the subgroups within each demographic category. The percentage of students in each Growth Category is also available followed by a summary data table that includes the Number of Students Tested, the Average

Scale Score, and the percentage in each Performance Level, the Median Growth Scores, the percentage of students in each Growth Category for the various demographic subgroups for the site(s), grade, and content area selected.

### **Using the Content Area Summary Reports to Improve Learning**

The **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 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 provide the school with a quick overview of how the school compares within the district and to the state. Data Table information can also be downloaded by selecting the [XLS] button.

The **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 level and content area chosen will display the number and percentage of students in each performance level. The school results are presented for comparison within the district and to the state. These data provide the school with a quick overview of how each demographic subgroup compares within the district and to the state. Data Table information can also be downloaded by selecting the [XLS] button.

### **Summary Results: Reporting Category Summary**

The **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. Stacked column charts provide a side-by-side summary of district and school(s) performance by reporting category for each Progress Level. Also available at the state, district and school level separate by reporting category is the Average Points Earned and the Average Percent Correct. A summary data 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 Reporting Category Summary Report to Improve Learning**

The **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 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 provide the school with a quick overview of how the school compares within the district and to the state. Data Table information can also be downloaded by selecting the [XLS] button.

## ***Batch Download***

**Batch Download** is available within the Reporting Services Application menu and 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 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.

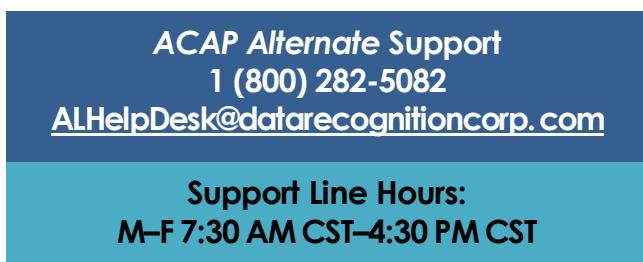
## ***Published Reports***

**Published Reports** are available within the Reporting Services Application menu and 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 School Level Reports within Published Reports. The **System Data File** and **District Performance Level Summary** are available as District Level Reports within Published Reports.

## **HELP DESK**

### ***ACAP Alternate Help Desk***

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



### ***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](mailto:studentassessment@alsde.edu).

## APPENDIX A. ACAP ALTERNATE 2025 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	430	431	524	525	642	643	750
3	260	451	452	544	545	671	672	740
4	260	462	463	559	560	642	643	740
5	260	475	476	549	550	605	606	740
6	260	489	490	540	541	594	595	740
7	260	438	439	516	517	569	570	730
8	270	452	453	516	517	598	599	730
10	270	443	444	508	509	573	574	730
11	270	454	455	516	517	576	577	730

### 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	260	458	459	589	590	643	644	740
3	260	404	405	517	518	657	658	740
4	260	393	394	524	525	632	633	740
5	270	431	432	519	520	583	584	730
6	270	467	468	519	520	610	611	730
7	260	459	460	535	536	585	586	730
8	270	450	451	526	527	589	590	730
10	270	415	416	505	506	579	580	730
11	270	467	468	555	556	588	589	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
11	260	389	390	469	470	554	555	730

## APPENDIX B. TEST BLUEPRINTS

### ACAP Alternate English Language Arts 2025 Test Blueprints – Grades 2 and 3

\*Aligned to the 2021 English Language Art Alabama Alternate Achievement Standards

Domain (Reporting Categories)	#OP MC Items	Possible Points	#OP PT* Items	Possible Points
<b>Grade 2</b>				
<b>Phonics</b> ELA.AAS.2.10, ELA.AAS.2.10c	6–8	6–8	0	0
<b>Fluency</b> ELA.AAS.2.11, ELA.AAS.2.14	6–8	6–8	0	0
<b>Vocabulary</b> ELA.AAS.2.15, ELA.AAS.2.16a, ELA.AAS.2.16b, ELA.AAS.2.17	6–8	6–8	0	0
<b>Comprehension</b> ELA.AAS.2.23, ELA.AAS.2.24a, ELA.AAS.2.24b, ELA.AAS.2.25, ELA.AAS.2.27a, ELA.AAS.2.27b, ELA.AAS.2.30, ELA.AAS.2.35	6–8	6–8	0	0
<b>Writing</b> ELA.AAS.2.40, ELA.AAS.2.41, ELA.AAS.2.42, ELA.AAS.2.43, ELA.AAS.2.44, ELA.AAS.2.45	4–6	4–6	1	2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>
<b>Grade 3</b>				
<b>Phonics</b> ELA.AAS.3.8	6–8	6–8	0	0
<b>Fluency</b> ELA.AAS.3.10a, ELA.AAS.3.10b, ELA.AAS.3.12	6–8	6–8	0	0
<b>Vocabulary</b> ELA.AAS.3.14, ELA.AAS.3.15b, ELA.AAS.3.16	6–8	6–8	0	0
<b>Comprehension</b> ELA.AAS.3.19a, ELA.AAS.3.19b, ELA.AAS.3.22, ELA.AAS.3.24a, ELA.AAS.3.24b, ELA.AAS.3.25, ELA.AAS.3.29	6–8	6–8	0	0
<b>Writing</b> ELA.AAS.3.33, ELA.AAS.3.34, ELA.AAS.3.35, ELA.AAS.3.36a, ELA.AAS.3.36b, ELA.AAS.3.36c, ELA.AAS.3.37, ELA.AAS.3.38	4–6	4–6	1	2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>

\* 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 2025 Test Blueprints – Grades 4 and 5**

Domain (Reporting Categories)	#OP MC Items	Possible Points	#OP PT* Items	Possible Points
<b>Grade 4</b>				
<b>Phonics</b> ELA.AAS.4.3, ELA.AAS.4.4	6–8	6–8	0	0
<b>Fluency</b> ELA.AAS.4.7	6–8	6–8	0	0
<b>Vocabulary</b> ELA.AAS.4.9, ELA.AAS.4.10b, ELA.AAS.4.10c	6–8	6–8	0	0
<b>Comprehension</b> ELA.AAS.4.14a, ELA.AAS.4.14b, ELA.AAS.4.15, ELA.AAS.4.20, ELA.AAS.4.21a, ELA.AAS.4.21c, ELA.AAS.4.22, ELA.AAS.4.24, ELA.AAS.4.27	6–8	6–8	0	0
<b>Writing</b> ELA.AAS.4.32, ELA.AAS.4.35, ELA.AAS.4.36, ELA.AAS.4.37, ELA.AAS.4.38, ELA.AAS.4.39a, ELA.AAS.4.39b	4–6	4–6	1	2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>
<b>Grade 5</b>				
<b>Phonics</b> ELA.AAS.5.1, ELA.AAS.5.2, ELA.AAS.5.3	6–8	6–8	0	0
<b>Vocabulary</b> ELA.AAS.5.12, ELA.AAS.5.12a, ELA.AAS.5.12c, ELA.AAS.5.12e	6–8	6–8	0	0
<b>Comprehension</b> ELA.AAS.5.17, ELA.AAS.5.19, ELA.AAS.5.21, ELA.AAS.5.22a, ELA.AAS.5.22b, ELA.AAS.5.23a, ELA.AAS.5.23b, ELA.AAS.5.25, ELA.AAS.5.26d, ELA.AAS.5.26e, ELA.AAS.5.28	6–8	6–8	0	0
<b>Writing</b> ELA.AAS.5.32, ELA.AAS.5.34, ELA.AAS.5.35, ELA.AAS.5.36, ELA.AAS.5.39d, ELA.AAS.5.39h, ELA.AAS.5.40, ELA.AAS.5.40a, ELA.AAS.5.42	6–8	6–8	1	2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>

\* 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 2025 Test Blueprints – Grades 6 and 7**

Proposed Domain (Reporting Categories)	#OP MC Items	Possible Points	#OP PT* Items	Possible Points
<b>Grade 6</b>				
<b>Critical Literacy</b> ELA.AAS.6.1, ELA.AAS.6.2, ELA.AAS.6.3, ELA.AAS.6.4, ELA.AAS.6.5, ELA.AAS.6.6, ELA.AAS.6.7a, ELA.AAS.6.7b, ELA.AAS.6.7c	6–8	6–8	1	2
<b>Language Literacy</b> ELA.AAS.6.15, ELA.AAS.6.16a, ELA.AAS.6.16b, ELA.AAS.6.19a, ELA.AAS.6.19b, ELA.AAS.6.19c	6–8	6–8	0	0
<b>Research Literacy</b> ELA.AAS.6.22, ELA.AAS.6.25	6–8	6–8	0	0
<b>Vocabulary Literacy</b> ELA.AAS.6.27, ELA.AAS.6.28	6–8	6–8	0	0
<b>Total</b>	28	28	1	2
<b>Grade 7</b>				
<b>Critical Literacy</b> ELA.AAS.7.1a, ELA.AAS.7.1b, ELA.AAS.7.2, ELA.AAS.7.3, ELA.AAS.7.4, ELA.AAS.7.5, ELA.AAS.7.7a, ELA.AAS.7.7b, ELA.AAS.7.7c	6–8	6–8	1	2
<b>Language Literacy</b> ELA.AAS.7.17a, ELA.AAS.7.18, ELA.AAS.7.21a, ELA.AAS.7.21b, ELA.AAS.7.21c	6–8	6–8	0	0
<b>Research Literacy</b> ELA.AAS.7.24, ELA.AAS.7.27	6–8	6–8	0	0
<b>Vocabulary Literacy</b> ELA.AAS.7.29, ELA.AAS.7.31	6–8	6–8	0	0
<b>Total</b>	28	28	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 2025 Test Blueprints – Grades 8, 10, and 11**

<b>Proposed Domain (Reporting Categories)</b>	<b>#OP MC Items</b>	<b>Possible Points</b>	<b>#OP PT* Items</b>	<b>Possible Points</b>
<b>Grade 8</b>				
<b>Critical Literacy</b> ELA.AAS.8.1a, ELA.AAS.8.2, ELA.AAS.8.3, ELA.AAS.8.4, ELA.AAS.8.5, ELA.AAS.8.6, ELA.AAS.8.8a, ELA.AAS.8.8b, ELA.AAS.8.8c,	6–8	6–8	1	2
<b>Language Literacy</b> ELA.AAS.8.16b, ELA.AAS.8.16c, ELA.AAS.8.20a, ELA.AAS.8.20b	6–8	6–8	0	0
<b>Research Literacy</b> ELA.AAS.8.24, ELA.AAS.8.26	6–8	6–8	0	0
<b>Vocabulary Literacy</b> ELA.AAS.8.28, ELA.AAS.8.29	6–8	6–8	0	0
<b>Total</b>	28	28	1	2
<b>Grade 10</b>				
<b>Critical Literacy</b> ELA.AAS.10.1, ELA.AAS.10.2, ELA.AAS.10.4, ELA.AAS.10.6, ELA.AAS.10.7, ELA.AAS.10.8, ELA.AAS.10.9a, ELA.AAS.10.9b, ELA.AAS.10.9c	12–16	12–16	1	2
<b>Language Literacy</b> ELA.AAS.10.19a, ELA.AAS.10.19c, ELA.AAS.10.19d	6–8	6–8	0	0
<b>Research Literacy</b> ELA.AAS.10.21, ELA.AAS.10.25	6–8	6–8	0	0
<b>Total</b>	28	28	1	2
<b>Grade 11</b>				
<b>Critical Literacy</b> ELA.AAS.11.1, ELA.AAS.11.2, ELA.AAS.11.4, ELA.AAS.11.7, ELA.AAS.11.8, ELA.AAS.11.10, ELA.AAS.11.11a, ELA.AAS.11.11b, ELA.AAS.11.11c	12–16	12–16	1	2
<b>Language Literacy</b> ELA.AAS.11.22a, ELA.AAS.11.22c, ELA.AAS.11.22d	6–8	6–8	0	0
<b>Research Literacy</b> ELA.AAS.11.24, ELA.AAS.11.27	6–8	6–8	0	0
<b>Total</b>	28	28	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 2025 Test Blueprints – Grades 2–4**

\*Aligned to the 2019 Mathematics Alabama Alternate Achievement Standards

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
<b>Grade 2</b>				
<b>Operations and Algebraic Thinking</b> M.AAS.2.2, M.AAS.2.3, M.AAS.2.4, M.AAS.2.5	4–6	4–6	0–1	0–2
<b>Operations with Numbers: Base Ten</b> M.AAS.2.6, M.AAS.2.7, M.AAS.2.9, M.AAS.2.10	4–6	4–6	0–1	0–2
<b>Data Analysis</b> M.AAS.2.16	4–6	4–6	0–1	0–2
<b>Measurement</b> M.AAS.2.17, M.AAS.2.19, M.AAS.2.21, M.AAS.2.22, M.AAS.2.23, M.AAS.2.24	4–6	4–6	0–1	0–2
<b>Geometry</b> M.AAS.2.25, M.AAS.2.27	4–6	4–6	0–1	0–2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>
<b>Grade 3</b>				
<b>Operations and Algebraic Thinking</b> M.AAS.3.1, M.AAS.3.3, M.AAS.3.7	4–6	4–6	0–1	0–2
<b>Operations with Numbers: Base Ten</b> M.AAS.3.10, M.AAS.3.15, M.AAS.3.15a, M.AAS.3.15b, M.AAS.3.15c	4–6	4–6	0–1	0–2
<b>Data Analysis</b> M.AAS.3.16, M.AAS.3.17	4–6	4–6	0–1	0–2
<b>Measurement</b> M.AAS.3.18, M.AAS.3.19, M.AAS.3.20	4–6	4–6	0–1	0–2
<b>Geometry</b> M.AAS.3.26	4–6	4–6	0–1	0–2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>
<b>Grade 4</b>				
<b>Operations and Algebraic Thinking</b> M.AAS.4.1, M.AAS.4.5	5–7	5–7	0–1	0–2
<b>Operations with Numbers: Base Ten</b> M.AAS.4.6, M.AAS.4.9, M.AAS.4.11	5–7	5–7	0–1	0–2
<b>Operations with Numbers: Fractions</b> M.AAS.4.13, M.AAS.4.15, M.AAS.4.17, M.AAS.4.19	5–7	5–7	0–1	0–2
<b>Data Analysis/Measurement/Geometry</b> M.AAS.4.20, M.AAS.4.21, M.AAS.4.22, M.AAS.4.22a, M.AAS.4.22b, M.AAS.4.23, M.AAS.4.24, M.AAS.4.27, M.AAS.4.28, M.AAS.4.29	6–9	6–9	0–1	0–2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>

\*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 2025 Test Blueprints – Grades 5–7**

<b>Domain (Reporting Categories)</b>	<b># Multiple Choice Items</b>	<b>Possible Points</b>	<b># Performance Task* Items</b>	<b>Possible Points</b>
<b>Grade 5</b>				
<b>Operations and Algebraic Thinking</b> M.AAS.5.1, M.AAS.5.2	4–6	4–6	0–1	0–2
<b>Operations with Numbers: Base Ten</b> M.AAS.5.3, M.AAS.5.6, M.AAS.5.8	4–6	4–6	0–1	0–2
<b>Operations with Numbers: Fractions</b> M.AAS.5.9, M.AAS.5.11, M.AAS.5.12, M.AAS.5.14, M.AAS.5.15	4–6	4–6	0–1	0–2
<b>Data Analysis</b> M.AAS.5.16	4–6	4–6	0–1	0–2
<b>Measurement/Geometry</b> M.AAS.5.17, M.AAS.5.17a, M.AAS.5.17b, M.AAS.5.18, M.AAS.5.19, M.AAS.5.20	4–6	4–6	0–1	0–2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>
<b>Grade 6</b>				
<b>Proportional Reasoning</b> M.AAS.6.1	4–6	4–6	0–1	0–2
<b>Number Systems and Operations</b> M.AAS.6.4, M.AAS.6.5, M.AAS.6.6, M.AAS.6.9, M.AAS.6.11	4–6	4–6	0–1	0–2
<b>Algebra and Functions</b> M.AAS.6.14, M.AAS.6.15, M.AAS.6.19, M.AAS.6.21	4–6	4–6	0–1	0–2
<b>Data Analysis, Statistics, and Probability</b> M.AAS.6.23, M.AAS.6.24	4–6	4–6	0–1	0–2
<b>Geometry and Measurement</b> M.AAS.6.25, M.AAS.6.27, M.AAS.6.28	4–6	4–6	0–1	0–2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>
<b>Grade 7</b>				
<b>Proportional Reasoning</b> M.AAS.7.1, M.AAS.7.2, M.AAS.7.3	4–6	4–6	0–1	0–2
<b>Number Systems and Operations</b> M.AAS.7.5	4–6	4–6	0–1	0–2
<b>Algebra and Functions</b> M.AAS.7.7, M.AAS.7.7a, M.AAS.7.8, M.AAS.7.9, M.AAS.7.10	4–6	4–6	0–1	0–2
<b>Data Analysis, Statistics, and Probability</b> M.AA.7.11, M.AA.7.12, M.AAS.7.14, M.AAS.7.15	4–6	4–6	0–1	0–2
<b>Geometry and Measurement</b> M.AA.7.18, M.AAS.7.19, M.AAS.7.20, M.AAS.7.21, M.AAS.7.22	4–6	4–6	0–1	0–2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>

\*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 2025 Test Blueprints – Grades 8, 10, and 11**

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
<b>Grade 8</b>				
<b>Number Systems and Operations</b> M.AAS.8.1, M.AAS.8.1a, M.AAS.8.1b, M.AAS.8.2	8–10	8–10	0–1	0–2
<b>Algebra and Functions</b> M.AAS.8.4, M.AAS.8.5, M.AAS.8.6, M.AAS.8.8, M.AAS.8.12, M.AAS.8.13, M.AAS.8.15, M.AAS.8.17	9–11	9–11	0–1	0–2
<b>Geometry and Measurement</b> M.AAS.8.22, M.AAS.8.23, M.AAS.8.25, M.AAS.8.26, M.AAS.8.27, M.AAS.8.30	9–11	9–11	0–1	0–2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>
<b>Grade 10</b>				
<b>Geometry and Measurement</b> M.G.AAS.10.16, M.G.AAS.10.17, M.G.AAS.10.18, M.G.AAS.10.21, M.G.AAS.10.24, M.G.AAS.10.30, M.G.AAS.10.31a, M.G.AAS.10.31b, M.G.AAS.10.36	28	28	0–1	0–2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>
<b>Grade 11</b>				
<b>Number and Quantity</b> M.A.AAS.11.1	8–10	8–10	0–1	0–2
<b>Algebra and Functions</b> M.A.AAS.11.4, M.A.AAS.11.5, M.A.AAS.11.9, M.A.AAS.11.11	8–10	8–10	0–1	0–2
<b>Data Analysis, Statistics, and Probability</b> M.A.AAS.11.32, M.A.AAS.11.33, M.A.AAS.11.35, M.A.AAS.11.36	8–10	8–10	0–1	0–2
<b>Total</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>2</b>

\*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 2025 Test Blueprints – Grades 4 and 6

*\*Aligned to the 2018 Science Alabama Alternate Achievement Standards*

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
<b>Grade 4</b>				
<b>Energy</b> SCI.AAS.4.1, SCI.AAS.4.2, SCI.AAS.4.3, SCI.AAS.4.4, SCI.AAS.4.5	5–7	5–7	0–1	0–2
<b>Waves and Their Application in Technologies for Information Transfer</b> SCI.AAS.4.6, SCI.AAS.4.7, SCI.AAS.4.8	5–7	5–7	0–1	0–2
<b>From Molecules to Organisms: Structures and Processes</b> SCI.AAS.4.9, SCI.AAS.4.10, SCI.AAS.4.11	5–7	5–7	0–1	0–2
<b>Earth’s Systems</b> 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
<b>Total</b>	<b>24</b>	<b>24</b>	<b>1</b>	<b>2</b>
<b>Grade 6</b>				
<b>Earth’s Place in the Universe</b> SCI.AAS.6.1, SCI.AAS.6.2, SCI.AAS.6.3	7–9	7–9	0–1	0–2
<b>Earth’s Systems</b> 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
<b>Earth and Human Activity</b> SCI.AAS.6.15, SCI.AAS.6.16	7–9	7–9	0–1	0–2
<b>Total</b>	<b>24</b>	<b>24</b>	<b>1</b>	<b>2</b>

*\*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 2025 Test Blueprints – Grades 8 and 11

*\*Aligned to the 2018 Science Alabama Alternate Achievement Standards*

Domain (Reporting Categories)	# Multiple Choice Items	Possible Points	# Performance Task* Items	Possible Points
<b>Grade 8</b>				
<b>Matter and Its Interactions</b> 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
<b>Motion and Stability: Forces and Interactions</b> SCI.AAS.8.8, SCI.AAS.8.9, SCI.AAS.8.10, SCI.AAS.8.11	6–8	6–8	0–1	0–2
<b>Energy</b> SCI.AAS.8.13, SCI.AAS.8.16	5–7	5–7	0–1	0–2
<b>Waves and Their Application in Technologies for Information Transfer</b> SCI.AAS.8.17, SCI.AAS.8.18, SCI.AAS.8.19	5–7	5–7	0–1	0–2
<b>Total</b>	<b>24</b>	<b>24</b>	<b>1</b>	<b>2</b>
<b>Grade 11</b>				
<b>Earth's Place in the Universe</b> SCI.AAS.ESS.HS.1, SCI.AAS.ESS.HS.4, SCI.AAS.ESS.HS.5	11–13	11–13	0–1	0–2
<b>Earth Systems</b> SCI.AAS.ESS.HS.11, SCI.AAS.ESS.HS.12, SCI.AAS.ESS.HS.15	11–13	11–13	0–1	0–2
<b>Total</b>	<b>24</b>	<b>24</b>	<b>1</b>	<b>2</b>

*\*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

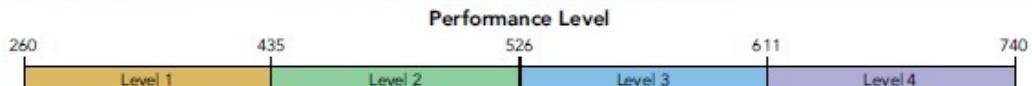
### Individual Student Report (Page 1)

 <b>ACAP</b> Alabama Comprehensive Assessment Program <b>ALTERNATE</b>		Student Report for SAMPLE C STUDENT		Grade 4	English Language Arts (ELA), Math, and Science																																		
Student Number:	1234567890	District:	012 SAMPLE DISTRICT																																				
Date of Birth:	03/04/20xx	School:	0123 SAMPLE SCHOOL																																				
Grade:	4	Test Date:	Spring 2025																																				
<b>About the Alabama Comprehensive Assessment Program (ACAP) Alternate</b> The ACAP Alternate is administered in grades 2–8, 10, and 11 in English language arts and math and in grades 4, 6, 8, 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.																																							
<b>What is the purpose of this report?</b> 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.																																							
<b>PERFORMANCE LEVEL DESCRIPTORS</b> <table border="1"><thead><tr><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr></thead><tbody><tr><td>The student has a minimal understanding of grade-level standards and needs additional support at this level of learning as described in the Alabama Alternate Achievement Standards.</td><td>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.</td><td>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.</td><td>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.</td></tr></tbody></table> <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>							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 Alternate Achievement Standards.	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.	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.	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.																									
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 Alternate Achievement Standards.	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.	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.	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.																																				
<b>STUDENT RESULTS</b> <table border="1"><thead><tr><th rowspan="2">Content Area</th><th colspan="4">Performance Level</th><th rowspan="2">Scale Score</th><th rowspan="2">Growth Score</th><th rowspan="2">Growth Category</th></tr><tr><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr></thead><tbody><tr><td>English Language Arts</td><td>✓</td><td></td><td></td><td>458</td><td>28</td><td>Category 2</td></tr><tr><td>Math</td><td>✓</td><td></td><td></td><td>476</td><td>64</td><td>Category 4</td></tr><tr><td>Science</td><td>✓</td><td></td><td></td><td>459</td><td>NA</td><td>NA</td></tr></tbody></table>							Content Area	Performance Level				Scale Score	Growth Score	Growth Category	Level 1	Level 2	Level 3	Level 4	English Language Arts	✓			458	28	Category 2	Math	✓			476	64	Category 4	Science	✓			459	NA	NA
Content Area	Performance Level				Scale Score	Growth Score		Growth Category																															
	Level 1	Level 2	Level 3	Level 4																																			
English Language Arts	✓			458	28	Category 2																																	
Math	✓			476	64	Category 4																																	
Science	✓			459	NA	NA																																	
<b>What is a Scale Score?</b> 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.																																							
<b>What is a Growth Score?</b> 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 2024 to grade 4 in 2025) 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 2025 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 2025 and had similar test scores to the student's test score on the grade 3 ELA assessment in 2024.																																							
<b>Growth Category</b> <table border="1"><thead><tr><th>Category 1</th><th>1–20</th><th>Category 3</th><th>41–60</th></tr></thead><tbody><tr><td>Category 2</td><td>21–40</td><td>Category 4</td><td>61–99</td></tr></tbody></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   ACAP Alternate 240610-000005-10025</p>																																							

## Individual Student Report (Page 2)



### ENGLISH LANGUAGE ARTS – SAMPLE C STUDENT



458—Scale Score



#### STUDENT PERFORMANCE



If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 436–480.

#### Reporting Categories<sup>1</sup>

Reporting Categories <sup>1</sup>	Progress
Phonics	★★★
Fluency	★★★★
Vocabulary	★★★
Comprehension	★★★
Writing	★★★



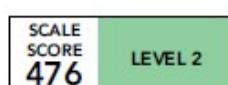
### MATH – SAMPLE C STUDENT



476—Scale Score



#### STUDENT PERFORMANCE



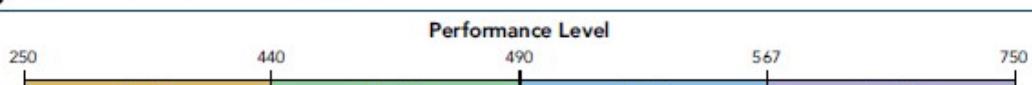
If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 455–497.

#### Reporting Categories<sup>1</sup>

Reporting Categories <sup>1</sup>	Progress
Operations and Algebraic Thinking	★★★
Operations with Numbers: Base Ten	★★★
Operations with Numbers: Fractions	★★★
Data Analysis/Measurement/Geometry	★★★



### SCIENCE – SAMPLE C STUDENT



459—Scale Score



#### STUDENT PERFORMANCE



If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 436–482.

#### Reporting Categories<sup>1</sup>

Reporting Categories <sup>1</sup>	Progress
Energy	★★★
Waves and Their Applications in Technologies for Information Transfer	★★★
From Molecules to Organisms: Structures and Processes	★★★
Earth's Systems	★★★

<sup>1</sup>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, 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 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 2024 to grade 4 in 2025) 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 2025 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 2025 and had similar test scores to the student's test score on the grade 3 ELA assessment in 2024.

- **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

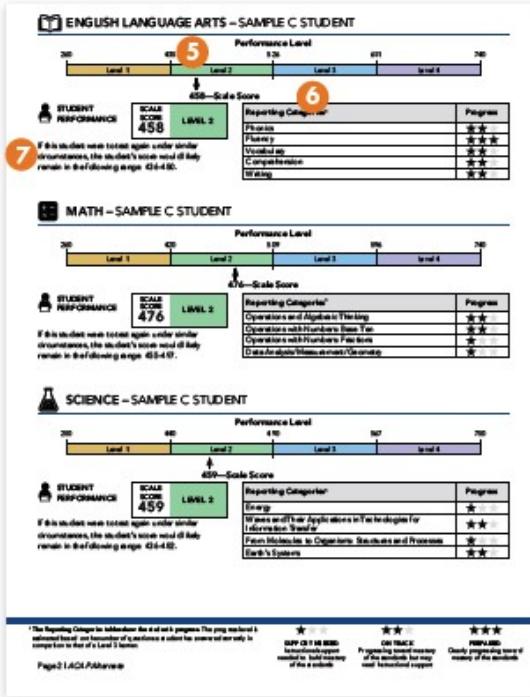
Category 1 includes students with the least growth (well below average), and Category 4 includes students with the most growth (above average).

4 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.



Copyright © 2025 by Data Recognition Corporation

