

# ALABAMA STATE DEPARTMENT OF EDUCATION



## SUMMATIVE

### USER GUIDE TO INTERPRETING REPORTS

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

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## PURPOSE OF THIS GUIDE

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

## ABOUT THE ACAP SUMMATIVE

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

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

## ACAP SUMMATIVE SCORE INTERPRETATION

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

### ACAP Summative Scale Scores

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

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

### ***Students Not Receiving Scale Scores***

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

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

### ***The Standard Error of Measurement or Scale Score Range***

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

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

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

## **ACAP Summative Performance Levels and Performance Ranges**

In July 2021 (math and science) and June 2023 (ELA), Alabama educators participated in the standard setting process, during which they recommended performance standards in ELA, math, and science based on the most recent *ACAP Summative* test standards. Through this process, performance level cut scores were also established for the *ACAP Summative*.

Performance levels and their corresponding scale score ranges reflect student achievement relative to the Alabama Course of Study Standards. There are four performance levels for the *ACAP Summative*: *Level 1*, *Level 2*, *Level 3*, and *Level 4*. See *Appendix A. Performance Levels and Scale Score Ranges* for the full set of performance levels and cut score ranges for each performance level for each content area.

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

### **Performance Level Descriptors (PLDs)**

Performance Level	Description
<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 Course of Study 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 Course of Study 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 Course of Study 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 Course of Study Standards.

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

## **ACAP Summative Proficiency**

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

## Student Percentile

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

## Growth Score and Growth Category

Growth scores describe a student's learning over time compared to other students across the state who took the same test and had similar prior test scores. Growth scores are only provided for ELA and math assessments in which students are consecutively promoted from one grade level to the next (e.g., from Grade 3 in 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 Summative Reporting Categories Progress Levels

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

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

**Progress Level by Reporting Category**

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

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

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

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

### Performance Level Descriptors

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

### Test Blueprints

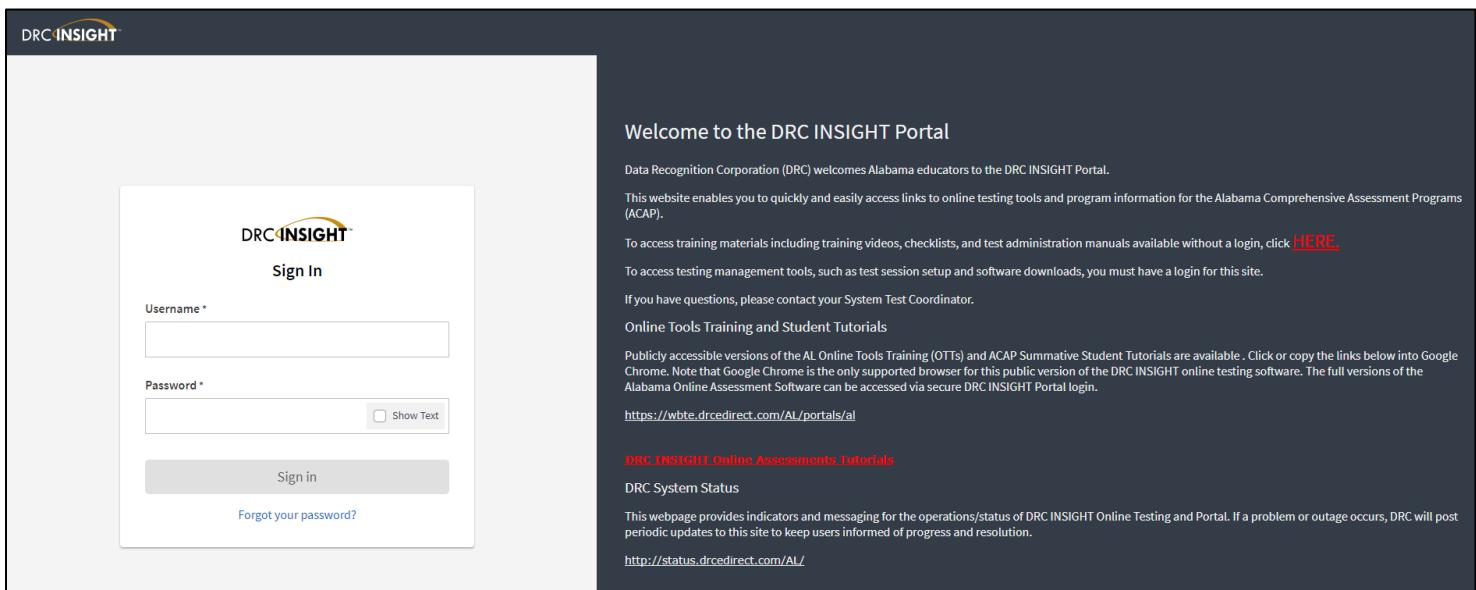
Test blueprints are documents that reflect the content of an assessment. The *ACAP Summative* Test Blueprints include the domains, or reporting categories, that are tested within each content area and each grade level. The test blueprints show the Alabama Course of Study Standards that are tested within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

## ABOUT THE DRC INSIGHT PORTAL ACAP 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. A username and password are required to log in to the portal.



The screenshot shows the DRC INSIGHT Portal login interface. The top navigation bar features the DRC INSIGHT logo. The main content area is titled "Welcome to the DRC INSIGHT Portal". It includes a "Sign In" section with fields for "Username \*" and "Password \*". A "Show Text" link is next to the password field. Below the sign-in form is a "Sign in" button and a "Forgot your password?" link. To the right of the sign-in form, there is a "Welcome" message from Data Recognition Corporation (DRC) and links for "Online Tools Training and Student Tutorials" and "DRC System Status".

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.drcedirect.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.drcedirect.com/AL/>

## \*New for 2025

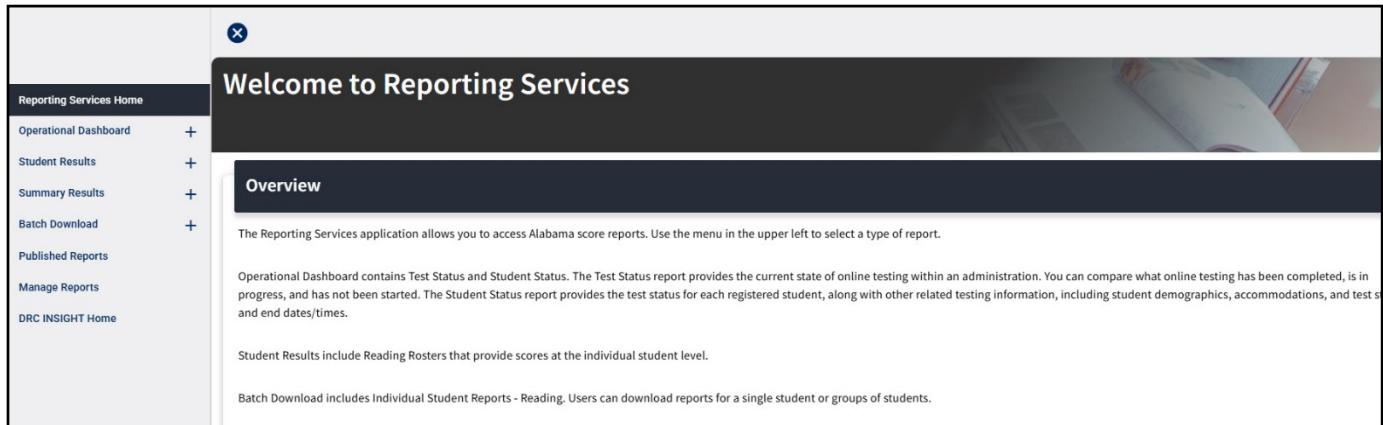
Alabama score reports are now located in the Reporting Services application.

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



The image shows a dark-themed 'MY APPLICATIONS' menu. The 'SCORING AND REPORTING' section is highlighted with a red box, and the 'Reporting Services' option within it is also highlighted with a red box and a red arrow pointing to it from the right.

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



The image shows the 'Welcome to Reporting Services' page. On the left, there is a sidebar with a list of options: Reporting Services Home, Operational Dashboard, Student Results, Summary Results, Batch Download, Published Reports, Manage Reports, and DRC INSIGHT Home. The 'Operational Dashboard' option is expanded, showing sub-options: Test Status and Student Status. The main content area displays an 'Overview' section with text about the Reporting Services application and its features.

**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 scores.

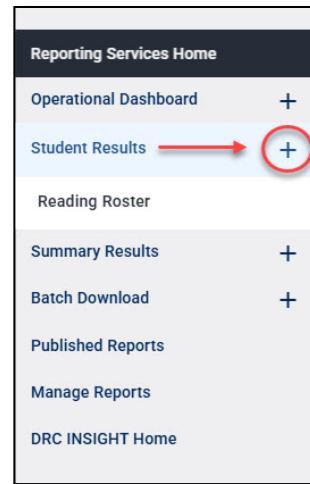
Student Results include Reading Rosters that provide scores at the individual student level.

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

## ***Navigating the Reporting Services Application***

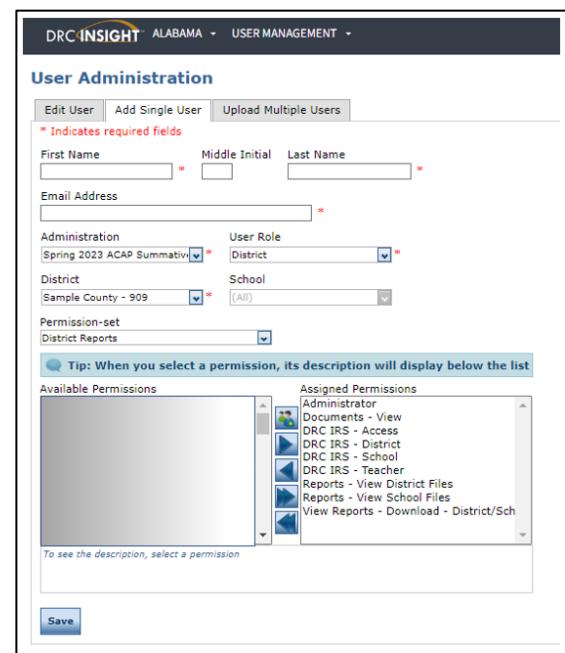
Expand menu items by clicking headings with the "+" next to them. Select a subheading to view a report. If you need help using this application, browse the links in the upper right-hand corner by clicking on the (?), or contact DRC Customer Service for assistance.

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 the ability to see all pertinent information about the schools within their district. All DRC INSIGHT Portal permissions needed to access Individual Student Reports (ISRs) and Student Labels in the portal, as well as ACAP Summative Reporting Service Application 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 by the Superintendent. Superintendents may allow District Test Coordinators to assign permissions within the DRC INSIGHT Portal to authorized personnel. Step-by-step information on how to assign permissions can be found in the *DRC INSIGHT Portal User Guide*.



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

## 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: Reading Roster***

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

The **Reading Roster** is a table that contains the Session Name, Student Name, School ID, Grade, Reading Raw Score, Reading Scale Score, Reading Status, and the Raw Scores for the Reporting Categories. Student name will display as a hyperlink. The hyperlink generates an Individual Student Report (ISR) – Reading for the student. Data can also be downloaded by selecting the [XLS] button.

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

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

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

The **Roster Report** provides scale score and performance levels for students completing the grade-level *ACAP Summative*. 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. The hyperlink generates an Individual Student Report (ISR) for the student. 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 objectives in each content area. Report filters 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***

This report provides an at-a-glance comparison of state, district, and school scores for the site(s), grade level, 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 followed by a bar graph of the Median Percentile Rank by state, district, and schools. 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 Percentile Rank, 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, the percentage in each Performance Level, the Median Growth Scores as well as the percentage of students at each Growth Category for the various demographic subgroups, for the site(s), grade level, 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 Summative*. The school data are organized by grade level and content area chosen and will display the number and percentage of students in each performance level or not tested category. The school results are presented for comparison to the district and the state. The Average Scale Score and Growth Percentage 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 Summative* 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, school and session levels 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 Summative* in each reporting category. The school data are organized by grade level, content area, and reporting category chosen and will display the number and percentage of students in each reporting category progress level. The school results are presented for comparison to the district and the state. These data provide the school with a quick overview of how the school compares within the district and to 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** and **Individual Student Reports – Reading** in English or Spanish. Users should note that Session (i.e., the cohort identified for Test Session tickets) is a required search parameter in Batch Download and should instead use Published Reports to view and print Individual Student Reports by grade level for an entire school.

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

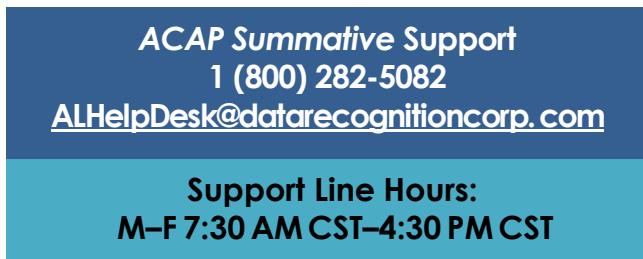
## ***Published Reports***

**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 Summative Individual Student Reports (ISRs)**, the **School Performance Level Summary**, and **Student Score Labels** at School Level Reports within Published Reports. **ACAP Reading ISRs** and **Reading Parent Letters** for students in Grades 2 and 3 are also available as School Level Reports. The **System Data File** and **District Performance Level Summary** are available as District Level Reports within Published Reports.

## **HELP DESK**

### ***ACAP Summative Help Desk***

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



### ***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. PERFORMANCE LEVELS AND SCALE SCORE RANGES

### English Language Arts Performance Levels and Scale Score Ranges

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

### Math Performance Levels and Scale Score Ranges

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

### Science Performance Levels and Scale Score Ranges

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

## APPENDIX B. TEST BLUEPRINTS

### Reading

#### Grade 2 Spring Reading Blueprint Based upon the 2021 Alabama Course of Study Standards

Domains (Reporting Categories)	Possible Points for Grade 2
Phonological Awareness/Phonemic Awareness—ACSS 9	6
Phonics—ACSS 10	6
Fluency—ACSS 14	6
Vocabulary—ACSS 15, 16, 17, 18, 20	6
Comprehension—ACSS 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34	12
<b>Total Points Possible for Spring 2025 Reading</b>	<b>36</b>

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

#### Grade 3 Spring Reading Blueprint Based upon the 2021 Alabama Course of Study Standards

Domains (Reporting Categories)	Possible Points for Grade 3
Phonological Awareness/Phonemic Awareness—ACSS 7	6
Phonics—ACSS 8	6
Fluency—ACSS 12	6
Vocabulary—ACSS 13, 14, 15, 16	6
Comprehension—ACSS 19, 21, 22, 23, 24, 25, 26, 27, 28	12
<b>Total Points Possible for Spring 2025 Reading</b>	<b>36</b>

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

## English Language Arts

### Grade 2 ELA Blueprint

Based upon the 2021 Alabama Course of Study: English Language Arts

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

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

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

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

### Grade 3 ELA Blueprint

Based upon the 2021 Alabama Course of Study Standards

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

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

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

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

## English Language Arts

### Grade 4 ELA Blueprint Based upon the 2021 Alabama Course of Study Standards

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

\*Each reading, writing, or listening question connects to a reporting category in the table above as well as to the respective additional reporting information in the table below. Each reading, writing, or listening question counts only one time in the student's score.  
Note: The color coding indicates the additional reporting information that the standard is addressing; black or green = reading; red = listening; blue = writing.

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

### Grade 5 ELA Blueprint Based upon the 2021 Alabama Course of Study Standards

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

\*Each reading, writing, or listening question connects to a reporting category in the table above as well as to the respective additional reporting information in the table below. Each reading, writing, or listening question counts only one time in the student's score.  
Note: The color coding indicates the additional reporting information that the standard is addressing; black or green = reading; red = listening; blue = writing.

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

## English Language Arts

### Grade 6 ELA Blueprint Based upon the 2021 Alabama Course of Study Standards

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

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

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

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

### Grade 7 ELA Blueprint Based upon the 2021 Alabama Course of Study Standards

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

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

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

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

## English Language Arts

### Grade 8 ELA Blueprint

Based upon the 2021 Alabama Course of Study Standards

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

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

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

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

## Math

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

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

\*Standard not assessed on ACAP Summative

## Math

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

## Math

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

## Science

### Science Blueprint

Based upon the 2015 Alabama Course of Study: Science

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

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

## APPENDIX C. SAMPLE INDIVIDUAL STUDENT REPORT

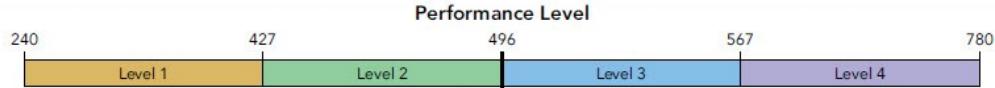
### Individual Student Report (Page 1)

 <p><b>Student Report for SAMPLE C STUDENT</b></p> <p>Grade 4</p> <p>English Language Arts (ELA), Math, and Science</p> <p>Student Number: 1234567890 Date of Birth: 03/04/20xx Grade: 4</p> <p>District: 012 SAMPLE DISTRICT School: 0123 SAMPLE SCHOOL Test Date: Spring 2025</p>																																								
<p><b>About the Alabama Comprehensive Assessment Program (ACAP) Summative</b></p> <p>The ACAP Summative is administered in grades 2–8 in English language arts and math and in grades 4, 6, and 8 in science. The ACAP Summative measures the Alabama Course of Study Standards.</p> <p><b>What is the purpose of this report?</b></p> <p>This report includes information about student performance on the ACAP Summative in relation to the Alabama Course of Study Standards. It presents data that may help students, parents, and educators identify specific areas of strength and need.</p>																																								
<p><b>PERFORMANCE LEVEL DESCRIPTORS</b></p> <table border="1"><tr><td><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 Course of Study.</td><td><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 Course of Study.</td><td><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 Course of Study.</td><td><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 Course of Study.</td></tr><tr><td colspan="4">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.</td></tr></table>	<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 Course of Study.	<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 Course of Study.	<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 Course of Study.	<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 Course of Study.	The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.																																			
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<p><b>STUDENT RESULTS</b></p> <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">Student Percentile</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></td><td>485</td><td>41</td><td>NA</td><td>NA</td></tr><tr><td>Math</td><td></td><td>✓</td><td></td><td></td><td>523</td><td>58</td><td>NA</td><td>NA</td></tr><tr><td>Science</td><td></td><td>✓</td><td></td><td></td><td>481</td><td>35</td><td>NA</td><td>NA</td></tr></tbody></table>	Content Area	Performance Level				Scale Score	Student Percentile	Growth Score	Growth Category	Level 1	Level 2	Level 3	Level 4	English Language Arts		✓			485	41	NA	NA	Math		✓			523	58	NA	NA	Science		✓			481	35	NA	NA
Content Area		Performance Level								Scale Score	Student Percentile	Growth Score	Growth Category																											
	Level 1	Level 2	Level 3	Level 4																																				
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Math		✓			523	58	NA	NA																																
Science		✓			481	35	NA	NA																																
<p><b>What is a Scale Score?</b></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><b>What is a Student Percentile?</b></p> <p>Student percentiles are norm-referenced scores that are computed for each student based on the student's obtained scale score. The percentile describes the student's relative standing in the state's tested population for a given test. For example, if a student's percentile score is 79 on the ELA grade 5 assessment, it means that the student performed better than 79% of grade 5 Alabama students on that test.</p>																																								
<p><b>What is a Growth Score?</b></p> <p>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.</p>																																								
<p><b>Growth Category</b></p> <table border="1"><tr><td>Category 1</td><td>1–20</td><td>Category 3</td><td>41–60</td></tr><tr><td>Category 2</td><td>21–40</td><td>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   ACAP Summative 240600-000005-10025</p>																																								

## Individual Student Report (Page 2)



### ENGLISH LANGUAGE ARTS – SAMPLE C STUDENT



#### STUDENT PERFORMANCE



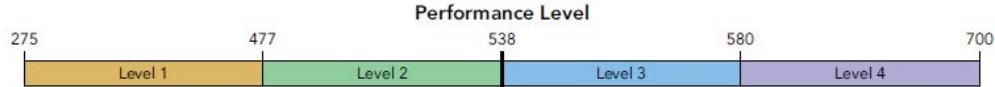
If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 471–499.

485—Scale Score

Reporting Categories <sup>1</sup>	Progress
Phonics	★★★
Vocabulary	★★★★
Comprehension	★★★
Writing	★★★★
Text-Dependent Writing	★★★
Reading	★★★
Listening	★★★
Writing	★★★



### MATH – SAMPLE C STUDENT



#### STUDENT PERFORMANCE



If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 512–534.

523—Scale Score

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



### SCIENCE – SAMPLE C STUDENT



#### STUDENT PERFORMANCE



If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 467–495.

481—Scale Score

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.

## APPENDIX D. ANNOTATED INDIVIDUAL STUDENT REPORT

### Annotated Individual Student Report (Page 1)

#### ACAP Summative ISR Quick Guide



**What is an Individual Student Report (ISR)?**

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

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

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

- **PERFORMANCE LEVEL**—A check mark represents the student's performance level (1–4) in English Language Arts, math, and science (grades 4, 6, and 8 only). A student meeting grade-level standards will earn a performance level of 3 or 4.
- **SCALE SCORE**—The scale score is a transformed version of the raw score that provides comparable meaning across administrations and falls into one of the four performance levels. Each content area has a separate scale score unrelated to the other content areas, so scores cannot be compared between content areas.
- **STUDENT PERCENTILE**—Student percentiles are norm-referenced scores that are computed for each student based on the student's obtained scale score. The percentile describes the student's relative standing in the state's tested population for a given test. For example, if a student's percentile score is 79 on the ELA grade 5 assessment, it means that the student performed better than 79% of grade 5 Alabama students on that test.
- **GROWTH SCORE**—Growth scores describe a student's learning over time compared to other students across the state who took the same test and had similar prior test scores. Growth scores are only provided for ELA and math assessments in which students are consecutively promoted from one grade level to the next (e.g., from grade 3 in 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 includes students with the least growth (well below average), and Category 4 includes students with the most growth (above average).

Student Report for SAMPLE C STUDENT		Grade 4	English Language Arts (ELA) Math, and Science																																								
Student Number: Date of Birth: Grade:	1234567890 09/09/2009 4	District: School: Test Date:	0123 SHM RLE DISTRICT 0123 SAMPLE SCHOOL Spring 2025																																								
<b>About the Alabama Comprehensive Assessment Program (ACAP) Summative</b> The ACAP <i>Summative</i> is administered in grades 2–8 in English language arts and math and in grades 4, 6, and 8 in science. The ACAP <i>Summative</i> measures the Alabama Course of Study standards.																																											
<b>What is the purpose of this report?</b> This report includes information about student performance on the ACAP <i>Summative</i> in relation to the Alabama Course of Study Standards. It presents data that allows parents/guardians and educators to identify specific areas of strength and need.																																											
<b>Performance Level Descriptors</b>																																											
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Continued ↗

User Guide to Interpreting Reports

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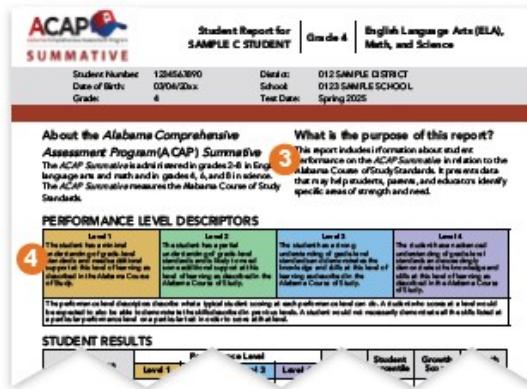
## Annotated Individual Student Report (Page 2)

### ACAP Summative ISR Quick Guide

Page 1 Continued

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

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

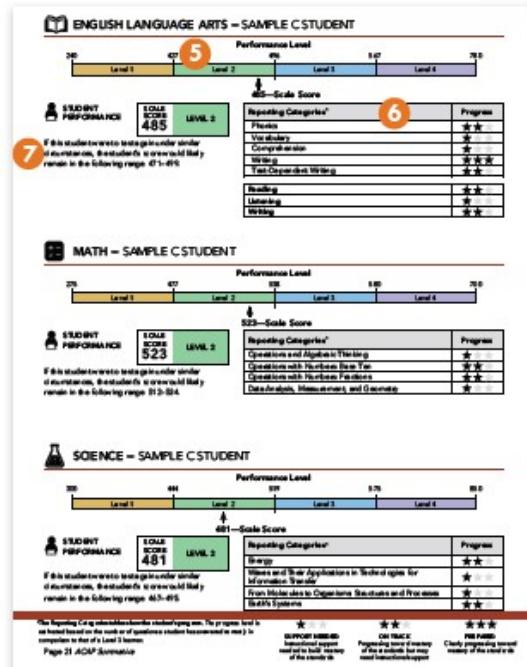


5 The bar graph represents the scale score range for each of the four performance levels. The arrow on the bar graph shows where the student score falls within one of the four performance levels.

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

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

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