


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 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.

- This section of the ISR indicates the student name, grade, content areas assessed, student number, date of birth, system, school, and test date.
- 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 years 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.
- This section of the ISR provides general information about the exam and the purpose of the report.
- The bar graph represents the scale score range for each of the four performance levels, which are described on page 2 of the ISR. The arrow on the bar graph shows where the student score falls within one of the four performance levels.
- 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.
- 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.
- The Lexile Measure, available for reading, helps suggest literature appropriate for the student's reading skills. For more information on the Lexile Framework® for Reading, visit support.lexile.com.
- The Quantile Measure, available for math, helps suggest materials appropriate for the student's ability in math skills and concepts. For more information on the Quantile Framework® for Math, visit support.lexile.com.
- Performance Level Descriptors detail what a typical student can do scoring at each possible performance level (1–4).





ACAP
Alabama Comprehensive Assessment Program
SUMMATIVE

Student Report for
SAMPLE C. STUDENT

Grade 4
**English Language Arts (ELA),
Math, and Science**

Student Number: 1234567890
Date of Birth: 03/04/2007
Grade: 4

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System: 012 SAMPLE DISTRICT
School: 0123 SAMPLE SCHOOL
Test Date: Spring 2021

STUDENT RESULTS

Content Area	Performance Level				Scale Score
	Level 1	Level 2	Level 3	Level 4	
English Language Arts			✓		595
Math				✓	695
Science		✓			410

About the Alabama Comprehensive Assessment Program (ACAP) Summative


The ACAP Summative is administered in grades 2–8 in English language arts and math and in grades 4, 6, and 8 in science. The ACAP Summative measures the Alabama Course of Study Standards. Detailed information on the ACAP Summative can be found at: <https://www.alsde.edu/sec/sa/Pages/home.aspx>.

What is the purpose of this report?

This report includes information about student performance on the ACAP Summative in relation to the Alabama Course of Study Standards. It presents data that may help students, parents, and educators identify specific areas of strength and need. Note: A student's scale score is a transformed version of the raw score. It provides comparable meaning across years, but only within the same academic content area.

ENGLISH LANGUAGE ARTS SAMPLE C. STUDENT

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STUDENT PERFORMANCE

SCALE SCORE **595**

LEVEL 3

Reporting Categories ¹	Progress
Reading	★★★
Key Ideas and Details	★★★
Craft and Structure/Integration of Knowledge and Ideas	★★★
Writing	★★★
Text Types and Purposes	★★★
Distribution and Production/Research	★★★
Language	★★★
Text-Dependent Writing	★★★
Literary Text	★★★
Informational Text	★★★

★★★

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


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

7 This student's Lexile range is XXXXXL-XXXXXL. This range represents the difficulty level of reading materials that will encourage optimal reading growth for the student. For more information on the Lexile Framework® for Reading, visit support.lexile.com.

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MATH SAMPLE C. STUDENT

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STUDENT PERFORMANCE

SCALE SCORE **695**

LEVEL 4

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

★★★

SUPPORT NEEDED

Instructional support needed to build mastery of the standards

★★★

ON TRACK

Progressing toward mastery of the standards but may need instructional support

★★★

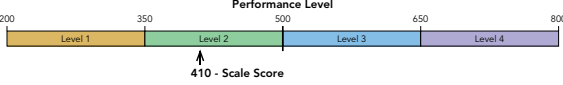
PREPARED

Clearly progressing toward mastery of the standards

8 This student's Quantile range is XXXXXQ-XXXXXQ. This range represents the difficulty level of math lessons that your student is ready to learn. For more information on the Quantile Framework® for Math, visit support.lexile.com.

SCIENCE SAMPLE C. STUDENT

4



STUDENT PERFORMANCE

SCALE SCORE **410**

LEVEL 2

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

★★★

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

9 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.

¹ The table shows the student's progress by reporting category. The progress level is estimated based on the number of questions a student has answered correctly in comparison to that by a proficient learner.

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