

Practice Items for NCEA IFG: ACRE edition — Level 1

OVERVIEW

The following practice items, commonly referred to as “questions,” are designed to give students a broad exposure to the types of items presented in Level 1 of the NCEA Information For Growth: Assessment of Children/Youth Religious Education (NCEA IFG:ACRE edition). Refer to the Administration Manual for additional information about the nature of the assessment tool.

Part 1 items focus on cognitive religious knowledge. Each item has only one correct response among four choices. There are a variety of items ranging from easy to difficult. The purpose of the cognitive questions is to evaluate local Catholic parish and school programs by gathering evidence of what particular groups of students know about Catholicism and how their lives reflect development as Christian disciples.

Part 2 items focus on the affective elements of personal beliefs, attitudes, religious practices, and perceptions. Each item has preferred responses in a four-point scale; there is no right or wrong response to the affective items. Student honesty and confidentiality are critical to gathering quality data about how the real lives of learners do or do not reflect Catholic beliefs, norms, and practices.

It is important to capture both types of information as a means of evaluating how the faith being taught is also being expressed in the lives of learners. Together, the cognitive and affective aspects of this tool help parishes and schools reflect on how best they can support all aspects of lifelong catechesis.

Do not use the question booklet from the NCEA IFG: ACRE edition (2013) or ACRE (2001) in any practice session! Using the actual items in practice prior to the administration date is a disservice to learners as well as the school and parish. The assessment is designed to gauge long-term faith formation, not short-term recall from rote memorization.

DIRECTIONS

Make a copy of the Part 1 and Part 2 items and the sample answer sheet for each student (found on pages 3-5 of this packet). Part 1 and 2 items may be copied back-to-back.

Refer to the directions in the NCEA IFG: ACRE edition Proctor Guide for scripted language to explain how to mark the answer sheet correctly or to complete the assessment items. The Proctor Guide is available from the local assessment coordinator or online at www.ncea.org.

RESPONSE KEY

Part 1 (Correct)

- | | |
|------|------|
| 1. D | 4. C |
| 2. A | 5. B |
| 3. A | |

Part 2 (Preferred)

- | | |
|-----------|------|
| 1. A or B | 4. A |
| 2. C or D | 5. A |
| 3. A | 6. A |

TIPS FOR PREPARING STUDENTS TO COMPLETE THE NCEA IFG: ACRE EDITION

- A. **Do follow the local curriculum in providing instruction, education, and formation.** The Catholic faith has a logic that is best developed and understood through organic, comprehensive, and systematic catechesis that has continuity from year to year (National Directory for Catechesis). While personal gifts and preferences enhance the learning experience, the parish/school assumes each catechist/teacher is doing his or her part in exposing students to the concepts and faith applications outlined in the intentional design of the local program.
- B. **Do discuss in advance with students the nature and importance of assessing the religious education program and encourage students to do their best.**
- The objective of the tool is to assess the religious education program. Students' responses are important because they provide evidence of how well the local Catholic parish/school is helping form the students in the Catholic faith. It is a reliable tool for assessing Catholic religious education programs that is used across the country.
 - The results show cumulative learning, i.e. a snapshot what the students have come to know, believe, and practice related to Jesus Christ and the Catholic faith in all the years up to the time the assessment is completed.
 - The assessment includes a few items that are more challenging to help determine where students are along the spectrum of learning. The assessment process assumes that students gain faith knowledge over time in a gradual way.
 - Faith development is a lifelong process where God invites each learner to broaden knowledge, deepen understanding, and mature practices as a Disciple of Christ. Therefore, the NCEA IFG: ACRE edition anticipates the majority of students will score within the proficient range with only a few attaining scores in the advanced or needs improvement ranges.
- C. **Do inform the students how they will find out “how they did on the test.”** Inform the students that the parish/school report shows the results for the group as a whole. No individual names are listed with a particular score (unless individual reports are also purchased). Describe the local plan for how and when the group results will be shared with the students, their parents/guardians, and the faith community.
- D. **Do not “teach to the test.”** Teaching directly to the items in the assessment results in evidence of short-term memory, not long-term learning. While the desire to perform well is understandable, it is important to discover how much general knowledge students are retaining from the standard curriculum over multiple years.
- E. **Do limit access to the assessment materials outside of an administration session.** Store assessment materials in a secure area inaccessible to students or visitors. Do not copy the question booklets or individual items for any reason! **Do not use the question booklet from the NCEA IFG: ACRE edition (2013) or ACRE (2001) in any practice session!**

— Practice Items —

Level 1
NCEA ACRE Assessment

Part 1 – Religious Knowledge

Read each question and then decide which ONE of the suggested answers is correct.

Find the row of circles in Part 1 on your answer sheet that has the same number as the question. In that row, fill in the circle that has the same letter as the answer you have chosen. Mark only one answer to each question. Remember to answer all questions.

EXAMPLE:

Who was the husband of Mary?

- A) *St. Thomas*
- B) *David*
- C) *Joseph*
- D) *St. Mark*

Sample Answer



1. Which story in the Old Testament tells about the beginning of the universe?
- A) Exodus
 - B) Jonah
 - C) Noah
 - D) Creation

2. The two major parts of the Mass are the Liturgy of the Word and the Liturgy of the:
- A) Eucharist.
 - B) Anointing.
 - C) Baptism.
 - D) Penance.
3. Which set of laws did God give us through Moses?
- A) Ten Commandments
 - B) Spiritual Works of Mercy
 - C) Precepts of the Church
 - D) Beatitudes
4. Three prayers recited in the Rosary include:
- A) the Confiteor, Our Father, and Apostles' Creed.
 - B) the Apostles' Creed, Our Father, and Sanctus.
 - C) the Our Father, Hail Mary, and Glory Be.
 - D) the Hail Mary, Confiteor, and Glory Be.
5. What are the four marks of the Church founded by Jesus Christ?
- A) Apostles, disciples, saints, and martyrs
 - B) One, holy, catholic, and apostolic
 - C) Faith, hope, justice, and peace
 - D) Sacraments, devotions, prayer, and liturgy

— Practice Items —

Level 1
NCEA ACRE Assessment

Part 2 – Personal Beliefs, Attitudes,
Practices, and Perceptions

Read each statement. Then decide if you Strongly Agree, Agree, Disagree, or Strongly Disagree with the statement.

Find the row of circles in Part 2 on your answer sheet that has the same number as the statement. In that row, fill in the circle that has the same letter as the answer you have chosen. Mark only one answer to each statement. Respond to all statements.

EXAMPLE:

I believe that Jesus rose from the dead.

- A) Strongly Agree*
- B) Agree*
- C) Disagree*
- D) Strongly Disagree*

1. I look upon Jesus as my Savior.
2. Jesus' relationship with me does not help me.

Please read each statement below and then decide how often the statement is true for you—Often, Sometimes, Rarely, Never—and fill in the circle that has the same letter as the answer you have chosen.

EXAMPLE:

My family goes to the zoo:

- A) Often.*
- B) Sometimes.*
- C) Rarely.*
- D) Never.*

3. My parents and I talk about whether actions are right or wrong:
4. I participate in religious education at my parish:

Please read each statement and then decide to what extent you see it happening at your school or parish.

Mark: *A) Not a problem*
B) A minor problem
C) A big problem

5. Pushing, shoving, tripping
6. Respect for diversity

ANSWER SHEET FOR USE WITH NCEA IFG: ACRE EDITION PRACTICE ITEMS

DIRECTIONS FOR MARKING ANSWER SHEET

- Use only No. 2 black lead pencil.
- Do not use ink, ballpoint pen, or felt markers.
- Make heavy black marks that fill circle completely.
- Completely erase any answer you wish to change.
- Make no stray marks on the answer sheet

- Improper Marks



- Proper Marks



PART 1

1 (A) (B) (C) (D)

5 (A) (B) (C) (D)

2 (A) (B) (C) (D)

6 (A) (B) (C) (D)

3 (A) (B) (C) (D)

7 (A) (B) (C) (D)

4 (A) (B) (C) (D)

8 (A) (B) (C) (D)

PART 2

1 (A) (B) (C) (D)

5 (A) (B) (C) (D)

2 (A) (B) (C) (D)

6 (A) (B) (C) (D)

3 (A) (B) (C) (D)

7 (A) (B) (C) (D)

4 (A) (B) (C) (D)

8 (A) (B) (C) (D)