

NCEA IFG: ACRE EDITION Administration Manual

Levels 1, 2 & 3



NCEA IFG

Information for Growth

Assessment of Children/Youth

Religious Education (ACRE)

2013 EDITION



National Catholic Educational Association



National Catholic Educational Association

Religious Education Department

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Using This Manual

The primary audience for the Administration Manual is the people organizing and overseeing the local administration of the NCEA IFG: ACRE edition. The manual is designed to provide essential background information about the tool along with practical assistance for engaging the learners and other stakeholders in the assessment process. Several reproducible pages for catechists and teachers are included as appendices. Additional material is also available through the Religious Education Assessment section of NCEA's website www.ncea.org.

Please read this Administration Manual completely before using the tool, paying particular attention to the option for including up to twenty additional Locally Selected/Constructed Questions to NCEA IFG: ACRE edition (found in Appendix B) and the Curriculum Alignment Review process (found in Appendix C).

■ Manual Terminology

In this manual, the following terms have a particular meaning. Please keep these definitions in mind when reading the Administration Manual.

- **Assessment** (noun) refers to the set of materials that comprise NCEA IFG: ACRE edition. For example, *Mrs. Smith decided to give the assessment on April 10.*
- **Assessment** (verb) refers to the process of measuring a student's cognitive and affective knowledge. Objective questions measure a student's knowledge of the teachings of the Catholic Church while affective questions measure indicators of a student's attitude, beliefs, practices, and perceptions about Catholicism. For example, *Principal Jones knew that the assessment of a person's faith could never be completely captured by a paper-and-pencil question booklet.*
- **Catechesis** refers to the handing on of the Gospel message. It consists in the passing on of and education in what the Church believes, lives, celebrates, and prays. Parents/guardians are the primary catechists of their child/children and are assisted in this task by religion teachers and the faith community in general.
- **Coordinator**, or *local coordinator*, is a person who is in charge of planning and facilitating the assessment process, especially the collaboration of people in executing a quality process.
- **Faculty** refers to the catechists, teachers, and assistants who work directly with the learners in the classroom in parish or school religious education and faith formation programs.
- **Items** refer to the questions and fill-in-the-blank statements along with response options found in the NCEA IFG: ACRE edition question booklet.
- **Proctor**, or *local proctor*, is someone appointed to supervise students while they are responding to the assessment items (*as at an examination*).
- **Stakeholders** are those people who have an interest in the religious education of children and also in the outcomes of the NCEA IFG: ACRE edition. These people include parents/guardians, students, teachers, catechists, principals, DREs, diocesan leaders, bishops, pastors, and parishioners.
- **Tool** is another word for 'assessment' (noun). For example, *The NCEA IFG: ACRE edition assessment tool is not a pass-or-fail test; it an instrument that helps religious leaders discover whether the intentional religious education process is passing on the faith in an effective way.*

■ Mailing and Contact Information

NCEA partners with Computerized Assessments & Learning (CA&L) in Lawrence, Kansas, in delivering the student portions of the assessment process. CA&L handles all orders and prepares the score reports for the NCEA IFG: ACRE edition. The administration and interpretation manuals are available online.

Order, Return, or Process Student Materials: Contact CA&L to obtain question booklets, answer sheets, printed manuals, or reports. Mail all completed answer sheets to CA&L.

Computerized Assessment & Learning

1202 East 23rd Street, Suite D

Lawrence, KS 66046

(866) 406-3850

orders@caltesting.org

<http://ncea.caltesting.org>

Special Situations and General Questions: Contact NCEA Religious Education Department regarding special situations while giving the NCEA IFG: ACRE edition, interpreting results or other general questions.

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Overview

The National Catholic Educational Association Information for Growth: Assessment of Children/Youth Religious Education (NCEA IFG: ACRE edition) is a religious education assessment tool used by Catholic schools, parishes, and dioceses. The 2013 NCEA IFG: ACRE edition was developed by the National Catholic Educational Association (NCEA) to accomplish four tasks:

- To serve as a tool for assessing the effectiveness of catechetical/religious education programs
- To summarize how well students in grade 5 (Level 1), grades 8–9 (Level 2), and grades 11–12 (Level 3) have learned the basic teachings of the Catholic church in the preceding years
- To assess the religious beliefs, attitudes, practices, and perceptions of students in these grades
- To provide information about areas of strength in catechetical/religious education programs as well as areas of weakness that may need additional attention or improvement.

Question booklets for all three levels are available in both English and Spanish.

The NCEA IFG: ACRE edition is based on the Catholic Church's expectations for an organic, systematic, and comprehensive education in Christian discipleship. NCEA, along with the Church, assumes that effective catechesis is achieved through the multi-dimensional efforts of learners, families, and the Church over time and under the guidance of the Holy Spirit. Six domains which match the six tasks of catechesis found in both the *General Directory for Catechesis* (Vatican, 1997) and the *National Directory for Catechesis* (USCCB, 2005) frame the cognitive section of the assessment tool:

1. Knowledge of Faith
2. Liturgical Life
3. Moral Formation
4. Prayer
5. Communal Life
6. Missionary Spirit

The tools' content criteria align with protocols established by the United States Conference of Catholic Bishops for reviewing religion textbook series for students in Catholic schools and/or parish religious education programs (see *Handbook on the Conformity Review Process*, USCCB, 2012). Building the tool on ecclesial expectations as well as sound educational practices allows the assessment to respond to variability in local dioceses while also placing local results within the larger context of the Catholic Church in the United States.

A unique feature of the NCEA IFG: ACRE edition is reporting based on a national standard for proficiency among learners. To assure the integrity of the assessment process for all involved, it is vital that this tool and its associated materials be treated with the same care and security as with other standardized assessments. The national standard is described fully in the Interpretation Manual.

■ **Three-Phase Assessment Process: Preparing, Administering, Interpreting**

The NCEA IFG: ACRE edition process involves three phases:

- Preparing to Give the Assessment
- Administering the Assessment to Students
- Interpreting the Results

Phase 1: Preparing to Administer the Assessment

The preparation phase involves discussing possible assessment dates with the entire faculty of the local school or parish religious education program. Once a date is chosen to give the assessment, develop a plan to communicate with the parents/guardians and other stakeholders so that they are aware of the purposes of the assessment process.

Make sure parents/guardians, faculty, and other stakeholders understand that the primary purpose of the NCEA IFG: ACRE edition is to assess the effectiveness of the program of religious instruction by examining students' cumulative knowledge of the Catholic faith. When properly used for this purpose, the results from the score report can help improve overall strategies for teaching and faith formation.

Several weeks before giving the assessment, involve faculty members in completing the "Curriculum Alignment Review Process" that is provided in Appendix C of this manual. As a program reflects the work of more than one teacher or catechist and the work of more than one year, it is strongly advised to involve all teachers and catechists, especially those instructors immediately below and above the grade being assessed. The Curriculum Alignment Review process will familiarize faculty with the content being assessed and provide a context within which to interpret the results in the score report. Allow at least two hours to complete the Curriculum Alignment Review. This process helps to determine students' familiarity with each item presented in the assessment booklet and enables local coordinators to understand the results in light of this information.

Phase 2: Administering the Assessment to Students

The NCEA IFG: ACRE edition can be completed in one 75-minute period or two shorter periods. If one session is chosen, it is strongly recommended that a pre-session be added at some point prior to the day the assessment is given, during which students will fill in the personal information portion of the answer sheet (name, grade, form number, etc.). If the assessment will be given over two days, it is still recommended that students fill in the personal information portion of the answer sheet on a day prior to the first day that the NCEA IFG: ACRE edition is given.

Be sure to discuss all aspects of the assessment timeframe (the Curriculum Alignment Review, the day(s) on which to give the assessment, a follow-up meeting) with the faculty well in advance. This discussion will help the faculty plan their instructional periods and class schedules. If choosing to give the assessment over two days, have students complete Part 1 (Religious Knowledge) of the question booklet on the first day and Part 2 (Personal Beliefs, Attitudes, Practices, and Perceptions) of the question booklet on the second day. More details are included in the Instructions for Giving the NCEA IFG: ACRE edition.

In Phase 2, each administration session is to begin with a proctor-led discussion designed to focus student attention on the task and inform students about the process for completing the assessment.

Regarding learners with special needs, it is acceptable to accommodate them while giving the NCEA IFG: ACRE edition assessment. It is important to ensure that honest, independent responses from students are maintained. For example, it is permissible to read the assessment items to a student, to provide extra time, or to provide a special non-distracting environment in a separate room with an adult monitor. Anticipate and plan ahead for these accommodations.

Phase 3: Interpreting the Results

When the completed answer sheets have been mailed to Computerized Assessments & Learning and full payment has been received, the score report will be emailed within two to four weeks to the email address provided. A printed copy of a score report can be shipped at an additional cost.

To obtain the most accurate results from the score reports, schedule a follow-up meeting with faculty. Faculty members should review the results and help recommend appropriate follow-up steps to improve the program of religious education.

Involving other stakeholders such as parents/guardians, pastors, and parishioners in reviewing the entire process of religious instruction and faith formation, including home life, the formal religious education setting, and parish life is encouraged. Examining how the home, the classroom, the parish, and society at large are influencing the knowledge, beliefs, attitudes, perceptions, and practices of students will provide the tools to build a strong program of religious instruction.

■ Including Locally Constructed Questions

Up to twenty additional local questions may be included. These questions can be added for any reason, such as assessing a specific knowledge area. For example, if the school, parish, or diocese has mandated that the history of Catholicism in the diocese be covered, assessment questions on this topic can be included. Instructions for enhancing the assessment by including local questions can be found in Appendix B of this manual.

It is recommended that the local questions section of the assessment be given on the same day as the pre-session. Be sure to allow enough time for students to complete both the information section of the answer sheet and the local questions.

The score report will give an account of how many students answered each question correctly, but it will not assign the values of *Needs Improvement*, *Proficient* or *Advanced*. Local programs will have to determine the acceptable number of correct responses for *Proficient* or *Advanced* distinction.

Administration Procedures

The procedures for administering the NCEA IFG: ACRE edition are to be followed closely to ensure uniform and fair assessment conditions.

■ General Instructions for Establishing the Assessment Environment

A key responsibility of the local coordinator is to ensure adequate preparation and readiness of those involved in establishing the assessment environment. Please have teachers/catechists and proctors review procedures for giving the assessment 1-2 weeks in advance.

There are several “Do” and “Do Not” procedures that increase the effectiveness of the assessment process. These instructions are also included in the “Practice Guide” available from the NCEA website.

1. **Do inform parents/guardians and students in advance** that the school or parish program will participate in the NCEA IFG: ACRE edition assessment process. Advance preparation and planning are of key importance. Under no circumstances should the actual assessment day be the first occasion that a student or instructor hears about the assessment.
2. **Do discuss in advance with students the nature and importance of assessing** the religious education program, and encourage students to do their best.
 - If this discussion is part of the pre-session, have students complete the personal information section of the answer sheet (name, grade, form number, etc.). This process will familiarize them with the answer sheet.
 - The pre-session is the ideal time to have students answer locally selected/constructed questions that the diocese, school, or parish program has composed. Prepare a separate question sheet with the local questions. Do not pass out the assessment booklets during the pre-session.
3. **Do limit advance access to the assessment materials** and take reasonable security restrictions (e.g., store these materials in a secure area not accessible to students or visitors). Do not copy the question booklets or individual items for any reason!
4. **Do remove or cover all instructional posters, bulletin boards, and other educational displays** in the classroom containing religious content that could assist students in selecting answer choices.
5. **Do remind students it is important for them not to disrupt other students** while they are completing the assessment. Have additional assignments or reading materials available for students who finish early.
6. **Do not “teach to the test.”** It is important to discover how much general knowledge students are retaining from the curriculum.
7. **Do not use the NCEA IFG: ACRE edition question booklet in the practice sessions.** 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.

8. **Do not explain vocabulary words** to students during the assessment.
9. **Do not assist students by explaining the questions.** It is acceptable to read a question, as written, to a student if needed. Read the question and response options in a neutral voice, slowly and carefully. Be careful not to reveal a correct or incorrect answer by tone of voice.

■ Student Participation and Requirements

Local programs determine students who are to complete the assessment and which accommodations, if any, are necessary to address special learning or testing needs among the learners.

Students are to record answers on purchased answer sheets (scan sheets). The same answer sheet is used for Levels 1, 2, and 3.

Students *must* use a soft-lead (No. 2) pencil; otherwise, the information will not be read correctly by the optical scanning equipment. It is essential that answer sheets be marked properly and that stray marks are removed completely.

Allow students with limited experience marking on answer sheets time to practice. This practice may be completed on photocopied answer sheets at least twice prior to engaging in the actual assessment. Give students assistance as needed. The pre-session, during which students complete the information section of the answer sheet, can be one of these practice sessions. Do not use the NCEA IFG: ACRE edition booklet in the practice sessions.

Students must not mark the question booklets in any way if the booklets will be reused.

See the section “Instructions for Local Coordinators” for additional information on student participation and requirements.

■ Accommodating Exceptional Needs

Students with learning exceptions (giftedness, physical challenges such as legal blindness or limited hearing, a learning disability) or students with limited English proficiency (English Language Learners), should complete the NCEA IFG: ACRE edition with their peers. Avoid singling them out whenever possible, unless special accommodations are needed or requested.

As noted in Phase 2, changes in the procedure for giving the assessment to learners with special needs are permissible. Accommodations should be those that are routinely used for that student during classroom instruction and other assessment activities. Appropriate accommodations include providing: readers, special lighting, a quiet location, frequent breaks, visual magnification, the use of a scribe to mark responses, the signing of directions to the student, or additional time.

■ Needed Materials

The following items are needed to give the NCEA IFG: ACRE edition:

- **Answer Sheet** – One answer sheet (scan sheet), front and back, is needed for each student participating in the assessment. Only the purchased NCEA IFG: ACRE edition answer sheet may be used. The answer

sheet is the same for all three levels. **Photocopied answer sheets cannot be processed.** Contact CA&L if additional answer sheets are needed.

- **Booklet** – One question booklet is needed for each student during a particular administration session. Each question booklet contains two parts. Part 1 presents religious knowledge items to assess cognitive knowledge. Part 2 presents items on personal attitudes, beliefs, practices, and perceptions to assess affective knowledge. Both Parts 1 and 2 must be completed. The booklets are secure materials and may not be photocopied or incorporated into instructional material. Booklets for administration of the NCEA IFG: ACRE edition may be reused for several years, until they wear out or students mark in them. Contact CA&L if additional booklets are needed. NOTE: student booklets for all three levels are available in English and Spanish.
- **No. 2 Pencils and Erasers** – Have one No. 2 pencil and eraser available for each student. Pens are not to be used to complete the student answer sheet or the header sheet.
- **Header Sheet** – Header sheets (scan sheets that are marked “Header Sheet”) are to be completed and returned with student answer sheets. Header sheets are used for each group or grade of students assessed. One grade can be broken into subgroups (for instance, if there are two classrooms of fifth graders, you may use two header sheets, one for each classroom, or one header sheet with all fifth-grade students combined into one group). Note: If fewer than six students are assessed in a group, you will not receive reporting information on Part 2, the affective items, to protect student confidentiality. **Photocopied header sheets cannot be processed.** Contact CA&L if additional header sheets are needed.
- **Return Cover Sheet** – One assessment Return Cover Sheet is to be returned in the packet with all the completed answer sheets. Fill out the school/parish name, address, email address, etc. *It is critical* that this form, along with the answer sheets and headers sheets, are sent together so that accurate score reports can be prepared. The Return Cover Sheet can be downloaded from the CA&L website: <http://ncea.caltesting.org>.
- **Administration Manual** – The administration manual contains general information and procedures regarding preparing for and administering the NCEA IFG: ACRE edition. Additional administration manuals can be downloaded from <http://ncea.caltesting.org>. To receive a hard copy, contact CA&L.
- **Interpretation Manual** – The interpretation manual is used primarily after the assessment is given to interpret the score report. It can also be downloaded from <http://ncea.caltesting.org>.

■ Scheduling Considerations

Time of Year – The NCEA does not schedule or require specific times for giving the NCEA IFG: ACRE edition. It can be ordered and given 12 months of the year. Some schools and parishes give the NCEA IFG: ACRE edition in the first semester as an intake instrument. Most, however, give it in the second semester to assess cumulative knowledge. Check with the local diocesan office to determine whether the diocese requires giving NCEA IFG: ACRE edition at a certain time of year. NOTE: A best practice in identifying trends is to compare results over time, or from multiple settings, that are gathered within a consistent timeframe. A consistent timeframe increases the likelihood that students had similar time in which to be exposed to the assessed content.

Time to Complete Assessment – Students should be permitted as much time as is necessary and reasonable to respond to all the items in the question booklet. When additional time is granted, it is recommended that

the assessment be completed immediately rather than at a later point in time. This prevents students from looking up answers.

If the assessment is scheduled to be given over two days, students are to complete Part 1 in the first session and Part 2 in the subsequent session. If the assessment is carried out in two separate sessions, students are not permitted to return to Part 1 questions during the second session even if time is available.

The chart of estimated time required to complete each portion of the NCEA IFG: ACRE edition question booklet is based on past administrations in parish and school settings. While this instrument is not designed for use under time restrictions, it is important to estimate what is a “reasonable” amount of time for the learners completing the assessment. Local schedules should plan for a minimum of 60 minutes for students to respond to all of the items in Part 1 and 2.

Estimated Time to Complete NCEA IFG: ACRE edition

Activity	Level 1	Level 2	Level 3
Start-up activity/pre-session: Explanatory discussion, preparing the answer sheet, and completing local questions (if using).	12 minutes	10 minutes	10 minutes
Preparatory directions and completing Part 1 (cognitive items).	45 minutes	45 minutes	45 minutes
Preparatory directions and completing Part 2 (affective items).	15 minutes	15 minutes	15 minutes
Total	72 minutes	70 minutes	70 minutes

Student Absences – For those students who are absent the day the assessment is given, a reasonable attempt should be made to have them complete the assessment at another date before returning the materials for scoring and reporting. To ensure standardization, the procedures for giving the assessment to students who missed the original date should be identical to the procedures used on the original date.

■ Other Helpful Practices

- You must decide whether the class or group will complete the NCEA IFG: ACRE edition Part 1 and Part 2 in one session or two separate sessions. When possible, we recommend two separate sessions. Four sets of developmentally-appropriate instructions are available to accommodate either approach:
 - Direction Set I: Giving the assessment in ONE session for Level 1
 - Direction Set II: Giving the assessment in TWO sessions for Level 1
 - Direction Set III: Giving the assessment in ONE session for Levels 2 or 3
 - Direction Set IV: Giving the assessment in TWO sessions for Levels 2 or 3

Local coordinators may download and reprint the appropriate “Proctor Guide” from the NCEA website www.ncea.org for use by each proctor in a particular administration.

- When giving the assessment in ONE session: If some students have not been able to complete all portions, please make arrangements to allow them to complete the assessment (preferably immediately). Inspect the booklets to see that no answer sheets have been mistakenly inserted into the booklet.
- When giving the assessment in TWO sessions: If some students have not been able to complete Part 1, please make arrangements to allow them to complete the assessment (preferably immediately). Count all booklets and check to see that all answer sheets are tucked inside. Place materials in a secure location for the next assessment session.
- Ideally, completing the personal information section of the answer sheet will be done during a pre-session. Modify the instructions accordingly if you are using a pre-session.
- Careful monitoring will prevent errors that will affect the accuracy of individual score reports (if purchased) and the group score report. The usefulness of results depends upon recording this information accurately. If students have difficulty completing the answer sheets, every effort should be made to assist them in completing this task.
- Please do not examine student responses. Do not change, complete, or correct any student responses. During Part 2 (the affective portion of the assessment) students have revealed their personal feelings and sentiments. Please respect their privacy.
- It is important that the correct Form number as it appears on each student's booklet is being marked. The English and Spanish booklets will have different Form numbers at the same level. This information will allow NCEA to track how the different languages are used for assessment.
- SIDE ONE of the answer sheet contains areas identified as "Special Codes" and "Additional Data Collection Area." These grids are not used unless you receive specific instructions from your school, parish, or diocese. The "Additional Data Collection Area" is where the students will record their answers to any locally constructed questions.
- Individual student reports may be purchased for each student for an additional fee. The individual student score report will only give the score for Part 1, Religious Knowledge. Part 2 responses (Personal Beliefs, Attitudes, Practices, and Perceptions) are kept confidential and only provided as a group report. Plan for special care when reviewing results for a group smaller than seven (7) to refrain from identifying which student gave a particular response.
- You **MUST** complete and return an *NCEA IFG: ACRE edition Assessment Return Cover Sheet* with your assessment materials for proper handling. A copy may be found in Appendix A.

■ Inspection/Storage of Local Materials

Store any unused, clean answer sheets for use in the future. They can be used for any level. Damaged or partially marked answer sheets should be destroyed. Question booklets are reusable but must first be checked closely for any stray marks. These marks must be erased. Any mark that cannot be removed in a booklet that points to or suggests information about a question (correctly or incorrectly) should be destroyed. Store all "clean" booklets for future use. Additional booklets and answer sheets can be ordered from CA&L for your next assessment cycle as needed.

The NCEA IFG: ACRE edition materials are to be treated as "test secure" documents. Instruments and items are not to be copied or disseminated in any fashion at any time. Faculty must be informed that these assessments and the questions are not to be included or used in instruction or for teaching materials following assessment. The NCEA IFG: ACRE edition is a standardized assessment with proprietary information and must be treated accordingly.

NOTE: The following information is available in proctor guides formatted for each of the four direction sets listed. Please download the appropriate guide(s) from the NCEA website www.ncea.org and print for use by a proctor in the actual administration session.

Instructions for Administering NCEA IFG: ACRE EDITION

The instructions follow a three-step process: (1) Startup, (2) Giving the Assessment, and (3) Returning Materials.

Instructions to the proctor – the person administering the assessment to the students - are printed in regular type like this. These instructions should not be read aloud.

When four dots appear.... *Pause*.... and allow time for a particular procedure to be carried out.

Directions to students are printed in bold type and placed within a box, like this. These instructions should be read aloud to the students. Text in parentheses clarifies information for proctors and may contain needed detail and repetition for younger students. For older students, you may choose not to read aloud some of the extra detail and repeated information.

■ Direction Set I: Giving the assessment in ONE session for Level 1

Step 1: Startup - Capturing Personal Information on the Answer Sheet

Bring the class to attention so that the students are ready to begin. Start by saying:

I am now going to give you a set of religion questions to get information about our religion program and what you have learned so far. This assessment will also ask about some of your opinions. This is not a test, but rather a way for you to show your religious knowledge and beliefs, no grades will be given. The school and/or parish will receive a group report on the results of this assessment. We ask you to give your best effort and to answer questions honestly. Your responses to questions dealing with your personal attitudes, beliefs, practices, and perceptions will be kept strictly confidential.

To make sure everyone can concentrate on the questions, please do not talk until after you have been dismissed. If you finish early, you may read or work quietly on other activities. I will now pass out the answer sheet to you.

Distribute an answer sheet to each student. When every student has an answer sheet, read the next set of directions:

We will begin by completing the personal information needed on the answer sheet. You will need a No. 2 pencil and an eraser. If you do not have these, raise your hand....

Be sure to have extra pencils with erasers for students to use. Distribute pencils to those who need them. Then, hold an answer sheet with the title “NCEA ACRE Answer Sheet” (SIDE ONE) showing, and say:

Turn your answer sheet to the side that looks like this, side one. Find the grid labeled “LAST NAME” and turn your sheet so that it is facing you. Print your last name in the box, using one space for each letter.

Use only the number of spaces provided for each name. Leave off letters that exceed the boxes available. Treat hyphens as blank spaces. Move around the room to make sure that each student’s last name has been printed correctly in the spaces and that the LAST NAME does not extend into the FIRST NAME area. Then say:

Under the space where you printed the first letter of your last name, there is a column of letters inside circles. Find the circle with the letter you printed in the first space. Completely fill in the circle with a black mark.... Have you marked the circle for the first letter of your last name?.... Now, darken the correct circles under the rest of the letters in your last name. Do not fill in any circles under an empty box.... Have you filled in the circles for all the letters in your last name?

Continue to walk about the room, making sure students are supplying and recording information correctly. Next, say:

Now, find the grid labeled “FIRST NAME.” Print your first name in the blank spaces and then fill in the circles for each letter in your first name.... When you are finished filling in the circles, please put your pencil down so that I can see everyone is ready to go on.

When all students have completed the FIRST NAME grid, skip the GENDER and RACE grids. We do not report on this information. Continue:

Now, move on to the grids below the LAST NAME and FIRST NAME area. Fill in the circle with your grade level.... Next find the grid “Are you Catholic?” Fill in yes or no.... Find the grid “How long have you attended this School/Parish program?” Fill in the appropriate circle.... Find the grid “Is English the primary language spoken in your home?” Fill in yes or no.... Now find the grid “In what language have you received most of your religion education instruction?” Fill in the appropriate circle.

If you are purchasing individual student reports, guide the students in completing the STUDENT ID NUMBER grid. Only fill in this grid if the school, parish or diocese asks you to. Next, say:

Review all of the grids to make sure you have filled them in properly. Please put your pencil down when you are finished so that I can see everyone is ready to go on.

Move around the room as students complete these grids on SIDE ONE of the answer sheet, and provide assistance as needed.

The next set of instructions is for giving the NCEA IFG: ACRE edition. Prepare to distribute an assessment booklet to each student. Begin by saying:

I am now going to distribute the question booklets. Do not open the booklet until I tell you to do so. You are not to make any marks or write in the booklet.

Step 2: Giving the Assessment

Distribute booklets, one to each student. Place booklets face-up at each student's workplace. Ask students to turn their answer sheet to SIDE TWO. Say:

Look at the top of Side Two on your answer sheet. At the top on the left, find the box that says, "Assessment." Now look at the cover of your booklet. Toward the bottom, below the illustration, it says, "Level 1." In the Assessment box on the answer sheet, fill in the bubble for Level 1.

See that students are marking the correct Level in the Assessment grid. *It is very important that this be coded correctly.* Then, continue:

Now, at the bottom of the booklet cover is the "Form" number of the assessment you are taking. At the top of the answer sheet, next to the Assessment grid (point to this area on your sample answer sheet), fill in the bubble to identify the Form of your assessment booklet. Do this now.... Are there any questions?....

Ensure that students are marking the proper area with the correct Form number of their booklets. Now, continue:

We are ready to begin. The NCEA IFG: ACRE edition consists of two parts. Part 1 asks questions about your knowledge of the Catholic faith. Part 2 asks about your opinions, attitudes, beliefs, and practices about the Catholic faith. We will begin with Part 1.

In Part 1, read the questions. Then choose the answer that best answers the question or completes the statement. Mark only one answer to each question, the BEST answer, even if you think there may be more than one correct answer. Be sure to answer all Part 1 questions before you go on to Part 2. Make no marks in the booklet.

When you have answered all Part 1 questions, go immediately to Part 2. Read the Part 2 directions in the booklet. In Part 2, you will be asked for your opinions about different topics. Since the questions will ask about your opinions, there are no right or wrong answers. Respond honestly to all the statements. No one from the school or parish will know how you respond to these questions personally. We will only see a summary of how the group or class responds as a whole.

First, you are to work on Part 1. When you finish Part 1, go immediately to Part 2 and respond to those questions. Do you have any questions?....

At this point, direct the students to read the instructions to Part 1. Instructions are printed on page 1 of the assessment booklet. Proceed by saying:

Now, open your booklet to the first page where it says, “Part 1 – Religious Knowledge.” Read the directions in the left column and then stop. Wait before starting with the questions....

Pause.... Wait for students to read the Directions. If you believe it necessary, read these directions aloud to your class or group as they read along with you. Continue by saying:

We are ready to begin. Be sure to darken the space that has the letter of the answer you choose for each question. Be sure to check the number of the question on the answer sheet before you mark an answer. If you have to make any changes, erase your old answer completely. Then mark your new answer. If you skip a question, remember to skip the answer row for that question on your answer sheet.

Again, when you have completed Part 1, go immediately on to Part 2. When you have completed Part 1 and Part 2, close your booklet and put your pencil down. Begin Part 1 now.

Move about the room quietly as the students begin the assessment, checking to see if students are proceeding without difficulty. Provide assistance as needed. Periodically offer reminders about the time remaining, etc. Be attentive as students come to the end of Part 1, ensuring that they move on and work on Part 2.

PLEASE NOTE: Part 2 poses questions about attitudes, beliefs, practices, and perceptions and we want to respect students’ privacy. We strongly advise that you keep a distance away from the students as they respond to the Part 2 assessment questions.

As you observe that students are completing the entire assessment, or as time for the assessment ends and it is clear that students have completed the assessment, conclude by saying:

We are ready to finish the assessment.... Review your answer sheet to be sure you have answered all questions. Erase any stray marks on your answer sheet.... Are there any questions?

Check again to make certain that you have filled in all information correctly....

First, I will collect all answer sheets. Pass them forward so they can be placed into this envelope....

Hold up/show the NCEA IFG: ACRE edition envelope. Gather all students’ answer sheets into this envelope. Count answer sheets to make sure they all have been collected, and then seal the envelope. If some students are still working, or there are missing answer sheets, do not seal the envelope. Next, say:

Now, pass forward your assessment booklets....

(Collect all remaining materials such as pencils and erasers, if needed)

Conclude the administration session with students.

On behalf of the parish/school, thank you sharing your responses today. The results from the group will help our parish/school see how well we are doing in helping you deepen your knowledge of the Catholic faith and living out your beliefs.

Step 3: Returning Materials to Your Local Coordinator (same for all four direction sets)

Immediately following administration of the assessment, the proctor should take these actions:

- Return the envelope containing the completed answer sheets to the local coordinator (the person who gave you these materials, e.g., the principal, DRE, department chair, etc.).
- Return all NCEA IFG: ACRE edition booklets and unused answer sheets to the local coordinator. Do not copy or otherwise circulate the assessment booklets. These are secure materials and must be treated as such. The unused answer sheets will be inventoried for use at a later date.
- Discuss with the local coordinator any students who have missed all or a portion of the assessment. Make provisions to finish assessing these students so the answer sheets can all be mailed to CA&L together in one package.
- All materials **must** be returned to the local coordinator. The coordinator has additional instructions for returning completed answer sheets to CA&L, so teachers, catechists, and proctors should not mail the answer sheets to CA&L.

■ Direction Set II: Giving the assessment in TWO sessions for Level 1

Complete Step 1 as described in Direction Set I.

Step 2: Giving the Assessment

Day 1 of Administration: Responding to Part 1 Items

Distribute booklets, one to each student. Place booklets face-up at each student's workplace. Ask students to turn their answer sheets to SIDE TWO. Say:

Look at the top of Side Two of your answer sheet. At the top on the left, find the box that says, "Assessment." Now, look at the cover of your booklet. Toward the bottom, below the illustration, it says, "Level 1."

In the Assessment box on the answer sheet, fill in the bubble for Level 1, the assessment you are taking....

See that students are marking the correct Level in the Assessment grid. *It is very important that this be coded correctly.* Then, continue:

Now, at the bottom of the booklet cover is the "Form" number of the assessment you are taking. At the top of the answer sheet, next to the Assessment grid (point to this area on your sample answer sheet), fill in the bubble to identify the Form of your assessment booklet. Do this now.... Are there any questions?....

Ensure that students are marking the proper area with the correct Form number of their booklets. Now, continue:

We are ready to begin. The NCEA IFG: ACRE edition consists of two parts. Part 1 asks questions about your knowledge of the Catholic faith. Part 2 asks your opinion, attitudes, beliefs, and practices about the Catholic faith. In this first session, we will do only Part 1....

In Part 1, read the questions. Then choose the answer that best answers the question or completes the statement. Mark only one answer to each question, the BEST answer, even if you think there may be more than one correct answer. Make no marks in the booklet.

After you have answered all questions in Part 1, STOP. Put your pencil down. Do not go on to Part 2. We will do that section in another session.

At this point, direct the students to read the instructions to Part 1. Instructions are printed on page 1 of the assessment booklet. Proceed by saying:

Now, open your booklet to the first page where it says, "Part 1 – Religious Knowledge." Read the directions in the left column and then stop. Wait before starting with the questions....

Pause.... wait for students to read the Directions. If you believe it necessary, read these directions aloud to your class or group as they read along with you. Continue:

We are ready to begin. Be sure to darken the space that has the letter of the answer you choose for each question. Be sure to check the number of the question on the answer sheet before you mark an answer. If you have to make any changes, erase your old answer completely. Then mark your new answer. If you skip a question, remember to skip the answer row for that question on your answer sheet.

When you have completed Part 1, STOP, put your pencil down and close your booklet.... DO NOT READ AHEAD TO PART 2. Begin Part 1 now.

Move about the room quietly as the students begin the assessment, checking to see if students are proceeding without difficulty. Provide assistance as needed. Periodically offer reminders about the time remaining, etc.

As the assessment period draws to a close, inform students about the time they have remaining. As students complete Part 1 of the assessment, or as time for this part of the assessment ends and it is clear that students have completed the assessment, conclude by saying:

We are ready to finish Part 1.... You will not be allowed to return to Part 1 once this session has ended. Review your answer sheet to be sure you have answered all Part 1 questions. Try and answer all questions. Erase any stray marks on your answer sheet.... Are there any questions?

Place your answer sheet inside your NCEA IFG: ACRE edition booklet. Pass your booklet with your answer sheet forward.

Gather all materials, keeping each answer sheet within each student's booklet. These documents need to be returned to the same students when Part 2 is given.

Day 2 of Administration: Responding to Part 2 Items

Have the student booklets with the answer sheets inside ready for distribution. Begin by saying:

Today we will work on Part 2 and complete the religion program assessment. You may not return to questions in Part 1. I will now give you your booklet and answer sheet. Do not open the booklet until I tell you.... (distribute materials with booklets face-up)

When all of the students have their materials, proceed by saying:

In Part 2, you will be asked your opinion about different topics. Since the questions ask about your opinions, there are no right or wrong answers. Respond honestly to all the statements. No one from the school or parish will know how you respond to these questions personally. We will only see a summary of how the group or class responds as a whole.

At this point, direct students to open their booklets to *page 10* and find the statement regarding confidentiality at the top of the page. With older students who read well, and at your discretion, instruct students to read the information and directions on their own. If you prefer, instruct students to read the printed information and directions silently as you read aloud. Read the note on confidentiality and the Part 2 directions as printed in the assessment booklet.

Once the information and directions have been read, say:

This confidentiality message means that no one from the school or parish will know how you answered questions in Part 2. Respond honestly to all the questions in Part 2.

When you finish Part 2, close your booklet and put your pencil down. You may not return to the questions in Part 1. Do you have questions?.... Now begin Part 2....

See that the group/class is proceeding with the assessment. Part 2 poses questions about attitudes, beliefs, practices, and perceptions, and we want to respect students' privacy. We strongly advise that you keep a distance away from the students as they respond to the Part 2 survey questions.

When all of the students have completed Part 2, or as time for the assessment ends and it is clear that students have completed the assessment, conclude by saying:

We are ready to finish Part 2.... Review your answer sheet to be sure you have answered all questions. Erase any stray marks on your answer sheet.... Are there any questions?

Check again to make certain that you have filled in all information correctly....

First, I will collect all answer sheets. Pass them forward so they can be placed into this envelope....

Hold up/show the NCEA IFG: ACRE edition envelope. Gather all students' answer sheets into this envelope. Count answer sheets to make sure they all have been collected, and then seal the envelope. If some students are still working, or there are missing answer sheets, do not seal the envelope. Next, say:

Now, pass forward your assessment booklets....

(Collect all remaining materials such as pencils and erasers, if needed)

Conclude the administration with students by saying:

On behalf of the parish/school, thank you sharing your responses today. The results from the group will help our parish/school see how well we are doing in helping you deepen your knowledge of the Catholic faith and living out your beliefs.

Gather materials and proceed as described in Step 3 of Direction Set I.

■ **Direction Set III: Giving the assessment in ONE session for Level 2 or 3**

Step 1: Startup - Capturing Personal Information on the Answer Sheet for Level 2 or 3

Bring the class to attention so that the students are ready to begin. Start by saying:

I am now going to give you a religion assessment to obtain information about our religion program and what you have learned. This assessment will also ask about some of your opinions. This is not a test, but rather an assessment of your religious knowledge and beliefs. No grades will be given. The school and/or parish will receive a group report on the results of this assessment. We ask you to give your best effort and to answer questions honestly. Your responses to questions dealing with your personal attitudes, beliefs, practices and perceptions will be kept strictly confidential.

To enable everyone to concentrate on the assessment, please do not talk until after you have been dismissed. If you finish early, you may read or work quietly on other activities. I will now pass out the answer sheet to you.

Distribute an answer sheet to each student. When every student has an answer sheet, read the next set of directions.

We will begin by completing the personal information needed on the answer sheet. You will need a No. 2 pencil and an eraser. If you do not have these, raise your hand....

Be sure to have extra pencils with erasers for students to use. Distribute pencils to those who need them. Then, hold an answer sheet with the title "NCEA ACRE Answer Sheet" (SIDE ONE) showing, and say:

Turn your answer sheet to the side that looks like this, side one. Find the grid labeled "LAST NAME" and turn your sheet so that it is facing you. Print your last name in the box, using one space for each letter.

Use only the number of spaces provided for each name. Leave off letters that exceed the boxes available. Treat hyphens as blank spaces. Move around the room to make sure that each student's last name has been printed correctly in the spaces and that the LAST NAME does not extend into the FIRST NAME area. Then say:

Under the space where you printed the first letter of your last name, there is a column of letters inside circles. Find the circle with the letter you printed in the first space. Completely fill in the circle with a black mark.... Have you marked the circle for the first letter of your last name?.... Now, darken the correct circles under the rest of the letters in your last name. Do not fill in any circles under an empty box.... Have you filled in the circles for all the letters in your last name?

Continue to walk about the room, making sure students are supplying and recording information correctly. Next, say:

Now, find the grid labeled "FIRST NAME." Print your first name in the blank spaces and then fill in the circles for each letter in your first name.... When you are finished filling in the circles, please put your pencil down so that I can see everyone is ready to go on.

When all students have completed the FIRST NAME grid, skip the GENDER and RACE grids. We do not report on this information. Move on to the grids below the LAST NAME and FIRST NAME area, and have the students complete the sections called:

- Your Grade Level
- Are You Catholic?
- How long have you attended this School/Parish program?
- Is English the primary language spoken in your home?
- In what language have you received most of your religion education instruction?

If you are purchasing individual student reports, guide the students in completing the STUDENT ID NUMBER grid. Only fill in this grid if the school, parish or diocese asks you to. Continue, saying:

Review all of the grids to make sure you have filled them in properly. Please put your pencil down when you are finished so that I can see everyone is ready to go on.

Move around the room as students complete these grids on SIDE ONE of the answer sheet, and provide assistance as needed.

Prepare to distribute an assessment booklet to each student. Begin by saying:

I am now going to distribute the assessment booklets. Do not open the booklet until I tell you to do so. You are not to make any marks or write in the booklet.

Step 2: Giving the Assessment

Distribute booklets, one to each student. Place booklets face-up at each student's workplace. Ask students to turn their answer sheet to SIDE TWO. Say:

Look at the top of Side Two on your answer sheet. At the top on the left, find the box that says, "Assessment." Now look at the cover of your booklet. Toward the bottom, below the illustration, it says, "Level (2 or 3)." State the ACRE Level to your students. Grade 8 or 9 students should be completing Level 2, and Grade 11 or 12 students should be completing Level 3.

In the Assessment box on the answer sheet, fill in the bubble for the Level (2 or 3) of the assessment you are taking....

See that students are marking the correct Level in the Assessment grid. *It is very important that this be coded correctly.* Then, continue:

Now, at the bottom of the booklet cover is the "Form" number of the assessment you are taking. At the top of the answer sheet, next to the Assessment grid (point to this area on your sample answer sheet), fill in the bubble to identify the Form of your assessment booklet. Do this now.... Are there any questions?....

Ensure that students are marking the proper area with the correct Form number of their booklets. Now, continue:

We are ready to begin. The NCEA IFG: ACRE edition consists of two parts. Part 1 asks questions about your knowledge of the content of the Catholic faith. Part 2 asks about your opinions, attitudes, beliefs, practices and perceptions about the Catholic faith. We will begin with Part 1.

In Part 1, read the questions. Then choose the answer that best answers the question or completes the statement. Mark only one answer to each question, the BEST answer, even if you think there may be more than one correct answer. Be sure to answer all Part 1 questions before you go on to Part 2. Make no marks in the assessment booklet.

When you have answered all Part 1 questions, go immediately to Part 2. Read the Part 2 directions in the booklet. In Part 2 you will be asked for your opinions about different topics. Since the questions will ask about your opinions, there are no right or wrong answers. Respond honestly to all the statements. No one from the school or parish will know how you respond to these questions personally. We will only see a summary of how the group or class responds as a whole.

First, you are to work on Part 1. When you finish Part 1, go immediately to Part 2 and respond to those questions. Do you have any questions?....

At this point, direct the students to read the directions for Part 1. Directions are printed on page 1 of the assessment booklet. Proceed by saying:

Now, open your booklet to the first page where it says, "Part 1 – Religious Knowledge." Read the directions in the left column and then stop. Wait before starting with the questions....

Pause.... wait for students to read the directions. If you believe it necessary, read these directions aloud to your class or group as they read along with you:

We are ready to begin. Be sure to blacken the space that has the letter of the answer you choose for each question. Be sure to check the number of the question on the answer sheet before you mark an answer. If you have to make any changes, erase your old answer completely. Then mark your new answer. If you skip a question, remember to skip the answer row for that question on your answer sheet.

Again, when you have completed Part 1, go immediately on to Part 2. When you have completed Part 1 and Part 2, close your booklet and put your pencil down. Begin Part 1 now.

Move about the room quietly as the students begin the assessment, checking to see if students are proceeding without difficulty. Provide assistance as needed. Periodically offer reminders about the time remaining, etc. Be attentive as students come to the end of Part 1, ensuring that they move on and work on Part 2.

PLEASE NOTE: Part 2 poses questions about attitudes, beliefs, practices and perceptions and we want to respect students' privacy. We strongly advise that you keep a distance away from the students as they respond to the Part 2 survey questions.

As you observe that students are completing the entire assessment, or as time for the assessment ends and it is clear that students have completed the survey, conclude by saying:

We are ready to finish the assessment.... Review your answer sheet to be sure you have answered all questions. Attempt all questions. Erase any stray marks on your answer sheet.... Are there any questions?

Check again to make certain that you have filled in all information correctly....

First, I will collect all answer sheets. Pass them forward so they can be placed into this envelope....

Hold up/show the NCEA IFG: ACRE edition envelope. Gather all students' answer sheets into this envelope. Count answer sheets to make sure they all have been collected, and then seal the envelope. If some students are still working, or there are missing answer sheets, do not seal the envelope. Next, say:

**Now, pass forward your assessment booklets....
(Collect all remaining materials such as pencils and erasers, if needed)**

Conclude the administration session with students:

On behalf of the parish/school, thank you sharing your responses today. The results from the group will help our parish/school see how well we are doing in helping you deepen your knowledge of the Catholic faith and living out your beliefs.

Gather materials and conclude the administration session with the students. Proceed with returning materials to the local coordinator as described in Step 3 of Direction Set I.

■ Direction Set IV: Giving the assessment in TWO sessions for Levels 2 or 3

Complete Step 1 as described in Direction Set III.

Step 2: Giving the Assessment

Day 1 of Administration: Responding to Part 1 Items

Distribute booklets, one to each student. Place booklets face-up at each student's workplace. Ask students to turn their answer sheets to SIDE TWO. Say:

Look at the top of Side Two of your answer sheet. At the top on the left, find the box that says, "Assessment." Now, look at the cover of your booklet. Toward the bottom, below the illustration, it says, "Level (2 or 3)." State the ACRE Level to your students. Grade 8 or 9 students should be completing Level 2, and Grade 11 or 12 students should be completing Level 3.

In the Assessment box on the answer sheet, fill in the bubble for the Level (2 or 3) of the assessment you are taking....

See that students are marking the correct Level in the Assessment grid. *It is very important that this be coded correctly.* Then, continue:

Now, at the bottom of the booklet cover is the "Form" number of the assessment you are taking. At the top of the answer sheet, next to the Assessment grid (point to this area on your sample answer sheet), fill in the bubble to identify the Form of your assessment booklet. Do this now.... Are there any questions?....

Ensure that students are marking the proper area with the correct Form number of their booklets. Now, continue:

We are ready to begin. The NCEA IFG: ACRE edition consists of two parts. Part 1 asks questions about your knowledge of the content of the Catholic faith. Part 2 asks your opinions about your attitudes, beliefs, practices and perceptions. In this first session, we will do only Part 1....

In Part 1, read the questions. Then choose the answer that best answers the question or completes the statement. Mark only one answer to each question, the BEST answer, even if you think there may be more than one correct answer. Make no marks in the assessment booklet.

After you have answered all questions in Part 1, STOP. Do not go on to Part 2. We will do that section in another session.

At this point, direct the students to read the instructions to Part 1. Instructions are printed on page 1 of the assessment booklet. Proceed by saying:

Now, open your booklet to the first page where it says, “Part 1 – Religious Knowledge.” Read the directions in the left-hand column and then stop. Wait before proceeding with the questions....

(Pause.... wait for students to read the Directions. If you believe it necessary, read these directions aloud to your class or group as they read along with you.)

We are ready to begin. Be sure to blacken the space that has the letter of the answer you choose for each question. Be sure to check the number of the question on the answer sheet before you mark an answer. If you have to make any changes, erase your old answer completely. Then mark your new answer. If you skip a question in the survey, remember to skip the answer row for that question on your answer sheet.

When you have completed Part 1, STOP, close your booklet, and put your pencil down.... DO NOT READ AHEAD TO PART 2. Begin Part 1 now.

Pause.... wait for students to read the Directions. If you believe it necessary, read these directions aloud to your class or group as they read along with you. Continue:

We are ready to begin. Be sure to blacken the space that has the letter of the answer you choose for each question. Be sure to check the number of the question on the answer sheet before you mark an answer. If you have to make any changes, erase your old answer completely. Then mark your new answer. If you skip a question in the survey, remember to skip the answer row for that question on your answer sheet.

When you have completed Part 1, STOP, close your booklet, and put your pencil down.... DO NOT READ AHEAD TO PART 2. Begin Part 1 now.

Move about the room quietly as the students begin the assessment, checking to see if students are proceeding without difficulty. Provide assistance as needed. Periodically offer reminders about the time remaining, etc. As the assessment period draws to a close, inform students about the time they have remaining. As students complete Part 1 of the assessment, or as time for this part of the assessment ends and it is clear that students have completed the survey, conclude by saying:

We are ready to finish Part 1.... You will not be allowed to return to Part 1 once this session has ended. Review your answer sheet to be sure you have answered all Part 1 questions. Erase any stray marks on your answer sheet.... Are there any questions?

Place your answer sheet inside your NCEA IFG: ACRE edition booklet. Pass your booklet with your answer sheet forward.

Gather all materials, keeping each answer sheet within each student’s booklet. These documents need to be returned to the same students when Part 2 is given.

Day 2 of Administration: Responding to Part 2 Items

Have the student booklets with the answer sheets inside ready for distribution. Begin by saying:

Today we will work on Part 2 and complete the religion program assessment. You may not return to questions in Part 1. I will now give you your booklet and answer sheet. Do not open the booklet until I tell you.... (distribute materials with booklets face-up)

When all of the students have their materials, proceed by saying:

In Part 2 you will be asked your opinions about different topics. Since the questions ask about your opinions, there are no right or wrong answers. Respond honestly to all the statements. No one from the school or parish will know how you respond to these questions personally. We will only see a summary of how the group or class responds as a whole.

At this point, direct students to open their booklets to *page 10* and find the statement regarding confidentiality at the top of the page. With older students who read well, and at your discretion, direct students to read the information and instructions on their own. If you prefer, direct students to read the printed information and instructions silently as you read aloud. Read the note on confidentiality and the Part 2 instructions as printed in the assessment booklet.

Once the information and instructions have been read, say:

This confidentiality message means that no one from the school or parish will know how you answered questions in Part 2. Respond honestly to all the questions in Part 2.

When you finish Part 2, close your booklet and put your pencil down. You may not return to the questions in Part 1. Do you have questions?.... Now begin Part 2....

See that the group/class is proceeding with the assessment. Part 2 poses questions about attitudes, beliefs, practices and perceptions, and we want to respect students' privacy. We strongly advise that you keep a distance away from the students as they respond to the Part 2 survey questions.

When all of the students have completed Part 2, or as time for the assessment comes to an end and it is clear that students have completed the assessment, conclude by saying:

We are ready to finish the assessment.... Please erase any stray marks on your answer sheet.... Check that you have responded to all statements.... Check again to make certain that you have filled in all information correctly....

Are there any questions?.... First, I will collect all answer sheets. Pass them forward so they can be placed into this envelope....

Hold up/show the NCEA IFG: ACRE edition envelope. Gather all students' answer sheets into this envelope. Count answer sheets to make sure they all have been collected, and then seal the envelope. If some students are still working, or there are missing answer sheets, do not seal the envelope. Next, say:

Now, pass forward your assessment booklets....

(Collect all remaining materials such as pencils and erasers, if needed)

Conclude the administration session with students.

On behalf of the parish/school, thank you sharing your responses today. The results from the group will help our parish/school see how well we are doing in helping you deepen your knowledge of the Catholic faith and living out your beliefs.

Gather materials and conclude the administration session with the students. Proceed with returning materials to the local coordinator as described in Step 3 of Direction Set I.

Returning Answer Sheets to CA&L for Scoring

Please check the accuracy and completeness of the identifying information that is recorded by students on the answer sheets. Information as entered into the information grids is used to group scores when preparing school, parish, diocesan, and national reports. Inaccurate or omitted information grids will lead to errors in local score reports that we are unable to catch or correct. Please advise faculty to monitor closely when students are recording this information on the answer sheet for accuracy. NOTE: The STUDENT ID NUMBER grid does not need to be completed unless the school, parish, or diocese requires it. Student ID numbers are sometimes used for Individual Student Reports.

Individual site coordinators should return all completed materials to the person coordinating the NCEA IFG: ACRE edition assessment on behalf of a diocese or for a group of separate parish and/or school sites. This person will then send them together to CA&L.

Use the yellow Assessment Return Cover Sheet provided with the shipped answer sheets to organize the return of all completed answer sheets. Ship the answer sheets to:

Computerized Assessments and Learning, LLC
Attn: NCEA IFG: ACRE EDITION MATERIALS
1202 East 23rd Street, Suite D
Lawrence, KS 66046

Package the Return Cover Sheet and all completed answer sheets and their associated Header Sheets in a secure carrier, such as a box or padded envelope, to make sure they arrive safely.

- Answer sheets should not be folded, torn, or creased.
- *DO NOT BIND* groups of answer sheets with paper clips, rubber bands, etc. Simply stack each group for shipment (see Appendix A for instructions).
- Using a traceable shipping system is suggested (i.e. UPS[®], USPS Mail Return Receipt Requested[®], Fed Ex[®], RPS[®], etc.) so that answer sheets safely reach CA&L.

The final score report will be emailed to the address provided on the Return Cover Sheet. Score reports are emailed within two to four weeks of receiving the mailed answer sheets and once payment is received in full. If waiting for a report, check the junk mail or spam folder in the email inbox; occasionally the score report is misdirected there. If the local program opted not to receive emailed results and instead requested and paid the extra fee for printed reports, they should also be delivered in two to four weeks.

■ CONCLUSION

The NCEA IFG: ACRE edition is designed to support religious education and faith formation in Catholic schools and parishes. The process of successful implementation and assessment can always be improved. As local programs implement the assessment process, NCEA would appreciate the sharing of local findings, observations, and guidance. NCEA also welcomes suggestions to make the process responsive to local needs.

Please send comments and suggestions to:

NCEA Department of Religious Education, 1005 N. Glebe Road, Suite 525, Arlington, VA 22201 • eled@ncea.org

Thank you for your time and careful attention to these instructions. We ask God to continue to bless you and the local efforts to share the Catholic faith with young people in meaningful ways.

Appendix A

Instructions for Completing the NCEA IFG: ACRE edition Forms

■ Completing the Header Sheet

The Header Sheet asks for basic information from a particular school or parish. This information is used to label score reports, prepare shipping labels, and count returned documents. When a diocese is coordinating the NCEA IFG: ACRE edition assessments for a number of its schools or parishes, a header sheet is to be completed for each site and classroom grade that gave the NCEA IFG: ACRE edition.

A header sheet must accompany each **group of answer sheets**. It is imperative that a header sheet be the first sheet for each classroom grade of students' answer sheets. No special arrangement of the student answer sheets within a group is needed (we will alphabetize names for Individual Student Reports, if purchased).

For example, if a school or parish gives the assessment to two classrooms of fifth graders and two classrooms of eighth graders, there are two choices when completing the Header Sheets. One choice is to fill out one Header Sheet for the fifth graders and one Header Sheet for the eighth graders, combining all fifth-grade answer sheets into one pile and all eighth-grade answer sheets into one pile. The other choice is to fill out four Header Sheets, one for each classroom. The advantage of this second approach is that the two fifth-grade classrooms can be compared against one another and the two eighth-grade classrooms can be compared against one another to see if they are producing similar scores.

Always print the requested information in the letter spaces available with a soft lead (No. 2) pencil and then fill in the bubbles. An original Header Sheet (scan sheet) must be used. Photocopied header sheets cannot be processed. If you need more Header Sheets, contact CA&L (<http://ncea.caltesting.org/>). The following items need to be completed on each Header Sheet.

Side One of the Header Sheet

1. Indicate the Level of the assessment being returned, as found on the question booklet cover (Level 1, Level 2, or Level 3).
2. Identify the Type of Program (Catholic School or Parish Religion Program). Please make sure you are marking under the appropriate heading of "ACRE Users Only."
3. Identify the grade level of the students completing the assessment. It is permissible to use the assessment off-grade, that is, for a grade other than the recommended grade. Additionally, if you assessed both Grade 11 and Grade 12 students and wanted all of those students reported together, you would complete one Header Sheet. You would mark only one grade (choosing either Grade 11 or Grade 12) and would receive one score report for all students together. Or, complete two Header Sheets.
4. Indicate the total number of answer sheets grouped by this Header Sheet (provide an accurate count).
5. Give the name of the individual to whom score reports and results are to be returned.
6. For the "A+B," "MA," and "SP" grids and Special Code areas: *only the "A+B" columns are used at this time.* The "A+B" area is completed only when a Curriculum Alignment Review has been carried out. Refer to Appendix C for information regarding this important curriculum planning activity.

7. Identify the Date of Administration (the date you gave the assessment). Be sure to include any leading zeroes. For example May 9, 2015 would be entered as 05-09-2015.

Side Two of the Header Sheet

8. Complete the School or Parish name that took the NCEA IFG: ACRE edition assessment. Leave blanks between words to clarify and abbreviate words as needed.
9. Complete mailing information for the site. Use blanks between words to clarify and abbreviate words as needed.
10. Fill in the Zip Code plus the 4-digit extension.
11. Refer to the listing on the next page for your Diocesan Code. The diocesan codes list can also be found on CA&L's website: <http://ncea.caltesting.org>.

■ Diocesan Codes List

Agana.....	167	Cincinnati	030	Greensburg	061
Albany.....	001	Cleveland.....	031	Harrisburg	062
Alexandria	002	Colorado Springs	181	Hartford.....	063
Allentown	003	Columbus	032	Helena.....	064
Altoona-Johnstown.....	004	Corpus Christi.....	033	Honolulu	065
Amarillo.....	005	Covington.....	034	Houma-Thibodaux	066
Anchorage.....	006	Crookston	035	Indianapolis	067
Arecibo, PR.....	204	Dallas.....	036	Jackson	068
Arlington.....	007	Davenport	037	Jefferson City.....	069
Atlanta	008	Denver	038	Joliet.....	070
Austin.....	009	Des Moines.....	039	Juneau	071
Baker	010	Detroit.....	040	Kalamazoo.....	072
Baltimore	011	Dodge City	041	Kansas City, KS	073
Baton Rouge	012	Dubuque.....	042	Kansas City-St. Joseph.....	074
Beaumont.....	013	Duluth.....	043	Knoxville	191
Belleville.....	014	El Paso.....	044	La Crosse	075
Biloxi.....	015	Erie	045	Lafayette, IN.....	076
Birmingham	016	Evansville	046	Lafayette, LA.....	077
Bismarck.....	017	Fairbanks.....	047	Lake Charles.....	078
Boise	018	Fall River.....	048	Lansing	079
Boston.....	019	Fargo	049	Laredo.....	300
Bridgeport.....	020	Ft. Wayne-South Bend.....	050	Las Cruces.....	173
Brooklyn.....	021	Fort Worth	051	Las Vegas.....	202
Brownsville.....	022	Fresno	052	Lexington.....	190
Buffalo.....	023	Gallup.....	053	Lincoln	080
Burlington	024	Galveston-Houston	054	Little Rock.....	081
Caguas, PR.....	205	Gary	055	Los Angeles.....	082
Camden.....	025	Gaylord	056	Louisville	083
Charleston	026	Grand Island	057	Lubbock	179
Charlotte.....	027	Grand Rapids	058	Madison	084
Cheyenne	028	Great Falls-Billings	059	Manchester	085
Chicago	029	Green Bay	060	Marquette.....	086

■ Diocesan Codes List (continued)

Mayaguez, PR.....	206	Salina.....	131	Worcester.....	162
Memphis.....	087	Salt Lake City.....	132	Yakima.....	163
Metuchen.....	169	San Angelo.....	133	Youngstown.....	164
Miami.....	088	San Antonio.....	134		
Military Services.....	192	San Bernardino.....	135		
Milwaukee.....	089	San Diego.....	136		
Mobile.....	090	San Francisco.....	137		
Monterey.....	091	San Jose.....	172		
Nashville.....	092	San Juan, PR.....	195		
Newark.....	093	Santa Fe.....	138		
New Orleans.....	094	Santa Rosa.....	139		
New Ulm.....	095	Savannah.....	140		
New York.....	096	Scranton.....	141		
Norwich.....	097	Seattle.....	142		
Oakland.....	098	Shreveport.....	187		
Ogdensburg.....	099	Sioux City.....	143		
Oklahoma City.....	100	Sioux Falls.....	144		
Omaha.....	101	Spokane.....	145		
Orange.....	102	Springfield, IL.....	147		
Orlando.....	103	Springfield, MA.....	148		
Owensboro.....	104	Springfield-Cape Girardeau.....	146		
Palm Beach.....	177	St. Augustine.....	126		
Parma.....	105	St. Cloud.....	127		
Passaic.....	198	St. Louis.....	128		
Paterson.....	106	St. Paul-Minneapolis.....	129		
Pensacola-Tallahassee.....	108	St. Petersburg.....	130		
Peoria.....	109	St. Thomas, VI.....	201		
Philadelphia.....	110	Stamford Ukrainian.....	199		
Phoenix.....	111	Steubenville.....	149		
Pittsburgh.....	112	Stockton.....	150		
Pittsburgh, Byzantine.....	197	Superior.....	151		
Ponce, PR.....	203	Sydney, Australia.....	196		
Portland, ME.....	113	Syracuse.....	152		
Portland, OR.....	114	Toledo.....	153		
Prince Georges, Canada.....	183	Trenton.....	154		
Providence.....	115	Tucson.....	155		
Pueblo.....	116	Tulsa.....	156		
Rapid City.....	118	Tyler.....	188		
Raleigh.....	117	Vancouver, Canada.....	193		
Reno.....	119	Venice.....	178		
Richmond.....	120	Victoria.....	180		
Rochester.....	121	Washington, DC.....	157		
Rockford.....	122	Wheeling-Charleston.....	158		
Rockville Centre.....	123	Wichita.....	159		
Sacramento.....	124	Wilmington.....	160		
Saginaw.....	125	Winona.....	161		

■ NCEA IFG: ACRE Edition Assessment Return Cover Sheet

Instructions: Place this sheet on top of your NCEA IFG: ACRE edition answer sheets when returning them for scoring. A Header Sheet is also needed to separate each grade/class/group, dependent upon how you want the results reported. If you are returning more than one group of answer sheets, please make sure the correct Header Sheet is on top of the answer sheets to which it corresponds.

Diocese Name: _____

Please return the NCEA IFG: ACRE edition results to:

School/Parish Name: _____

Contact Name: _____ Phone: _____

E-mail Address: _____

Street Address (No P.O. boxes): _____

City: _____ State: _____ Zip Code: _____

Receiving Your Score Report: Score reports are automatically sent via email, free of charge. Most people choose this option. Or, you may choose to receive hard copies of your results for an additional fee. To have hard copies printed and shipped, please indicate below. **The cost of printing hard copies is \$10.00 for the first report and \$5.00 for each additional report.** The number of Header Sheets will tell you the number of reports you are ordering.

Please check off only one option:

- Electronic Score Reports sent via email (free). Be sure to include a valid email address above. **OR**
- I would like hard copies of my reports printed & shipped to me for the additional fees listed above:
\$ _____

Individual Student Reports: Do not mark in this area unless you want to receive & be billed for the optional Individual Student Reports.

Please indicate below if you would like to receive Individual Student Reports. They are \$0.85 per student for NCEA Members and \$1.00 per student for Non-Members. You will be charged whether you request your results via email or to be printed and shipped (see the box above). Please indicate the grade(s) and total number of Individual Student Reports below. An invoice will be sent with the results if payment for these Individual Student Reports has not yet been made.

NCEA Member Number _____ Grade(s) _____ Total Number Students _____

BEFORE RETURNING ANSWER SHEETS, PLEASE DOUBLE CHECK that:

- The header sheet is completed, FRONT and BACK, and all information is completed in a No. 2 pencil.
- Students have correctly **bubbled** their name, etc. on the answer sheet in a No. 2 pencil.
- Package is mailed in a sturdy envelope/box via a traceable shipping service, i.e. UPS®, Federal Express®, etc.
- Mail the Return Cover Sheet, Header Sheet, answer sheets, and a copy of the Appendix C worksheet (if applicable) to:

**Computerized Assessments & Learning
1202 East 23rd Street, Suite D
Lawrence, KS 66046**

Questions? Contact CA&L at (866) 406-3850 or orders@caltesting.org.

Appendix B

■ Using Locally Constructed Questions

To help local programs that wish to assess additional content, students may answer up to twenty additional questions. Questions may be selected or constructed. Answers are recorded on Side One of the student answer sheet in the “Additional Data Collection Area.” Below is a list of additional instructions about using locally selected/constructed questions.

1. Only multiple-choice questions having one correct/best answer can be used. Four (4) response choices must be presented with each question and these choices must be labeled as: (A), (B), (C), and (D). (Refer to an NCEA IFG: ACRE edition assessment booklet if a model is needed.)
2. Local coordinators decide the questions to ask. Select questions that complement the local religion instruction goals and expectations. The questions may be from public domain sources, instructional materials that provide questions, or they may be locally developed questions. The appropriateness, adequacy, and representativeness of the questions used are a local decision.
3. No more than twenty (20) questions can be used. Using fewer than twenty (20) is permitted.
4. Different questions can be used for Levels 1, 2, and 3.
5. Students are to mark their answers to the questions using the first twenty (20) response positions in the area labeled “Additional Data Collection Area” on Side One of the answer sheet.
6. When preparing questions, *the below answer key must be followed*. That is, question 1 must be presented so that the correct answer is “D”; in question 2 the correct answer must be “A”, etc. This answer key must be followed for accurate student scoring and reporting. Adopt this answer key for all Levels of the NCEA IFG: ACRE edition:

1. D	5. B	9. A	13. B	17. A
2. A	6. C	10. B	14. D	18. C
3. C	7. A	11. D	15. C	19. D
4. B	8. D	12. C	16. A	20. B

7. It is recommended that the local questions be given to students prior to the time they take Part 1 and Part 2 of the NCEA IFG: ACRE edition assessment. We suggest having the students answer the local assessment during a pre-session after they have completed the personal information section of the answer sheet.

There is no additional charge for scoring local questions. Group results for each item will be reported along with your NCEA IFG: ACRE edition results. Contact NCEA with questions at any point during this process.

Appendix C

■ Curriculum Alignment Review

The Curriculum Alignment Review is a useful activity that can strengthen a program of religious instruction. Catechists/religion instructors are invited to review the NCEA IFG: ACRE edition questions and begin to form expectations for student learning, taking into account the program's learning objectives and grade-level content. School and parish users have commented how this activity generates both knowledge and ownership of the local program. They report it also creates anticipation and excitement over the score report and a desire to use the data to improve instruction.

Knowing the extent of the faith knowledge of students is vitally important because it helps monitor and evaluate a religious education program. The NCEA IFG: ACRE edition assessment has been designed to provide one source of information to help leaders judge the quality of catechetical/religious education efforts and to identify program strengths and weaknesses.

The NCEA IFG: ACRE edition is based on the Catholic Church's expectations for an organic, systematic, and comprehensive education in Christian discipleship. NCEA, along with the Church, assumes that effective catechesis is achieved through the multi-dimensional efforts of learners, families, and the Church over time and under the guidance of the Holy Spirit. Six domains which match the six tasks of catechesis found in both the *General Directory for Catechesis* (Vatican, 1997) and the *National Directory for Catechesis* (USCCB, 2005) frame the cognitive section of the assessment tool:

1. Knowledge of Faith
2. Liturgical Life
3. Moral Formation
4. Prayer
5. Communal Life
6. Missionary Spirit

The content blueprint for the tool aligns with protocols established by the United States Conference of Catholic Bishops for reviewing curricular materials. For instance, ACRE Level 2 and ACRE Level 3 (for 8th or 9th grade or 11th or 12th grade) aligns with the USCCB document, *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School* (2008); vocabulary used in the assessment reflects a common language as described in the USCCB *Handbook for the Conformity Review Process* (2012) used for religion textbook series for students in Catholic schools and/or parish religious education programs. Building the tool on magisterial expectations as well as sound educational practices allows the assessment to account for variability in local dioceses while also providing the larger context of the Catholic Church in the United States.

To properly interpret and use the score report, it is beneficial for faculty and leaders to examine the NCEA IFG: ACRE edition assessment in detail, question by question. Doing this will help determine how a local program correlates to the NCEA IFG: ACRE edition blueprint.

The Curriculum Alignment Review is to be done without reference to student scores. The principal or parish catechetical leader and local instructors are to be involved in this process. As a program reflects the work of more than one teacher or catechist and the work of more than one year, it is strongly advised to involve all teachers and catechists, especially those instructors immediately below and above the classroom grade being assessed, The pastor, parents/guardians, and others who share in the responsibility for the religious education program may also be involved.

To start the review, select one person to serve as the coordinator/ facilitator for this activity. The expectation is that this person will be the principal, DRE, or coordinator of the religious education curriculum for the school or parish program. The facilitator's role is to keep the group moving and on-task. The participating group (or panel) consists of the facilitator, instructors, and any others whom you invite (pastor, parents/guardians). There is no limit to the size of the group. The facilitator also serves as the recorder for the group's consensus judgments. Special "Curriculum Alignment Review Worksheets" for each assessment Level have been prepared and are attached (make additional copies as needed).

Procedures may be modified to meet local needs and preferences. The process detailed below typically takes about two (2) hours. Hold a separate meeting for each NCEA IFG: ACRE edition Level that you give.

1. The facilitator convenes the meeting. Within the group or panel, initiate a 30-minute discussion of the program's learning objectives and expectations. The group needs to reflect upon and discuss:
 - The local student body and their characteristics (age, religious background, family composition, church attendance, etc.)
 - The local community and how it supports students via parish and home life
 - When, during the year, students will take the NCEA IFG: ACRE edition assessment
 - Group members' first-hand knowledge of the religious instruction program that is *actually* offered
2. Spend 5-10 minutes discussing the reasons for giving the NCEA IFG: ACRE edition assessment.
 - To assist in evaluating your school or parish's program of religious instruction.
 - It is NOT to evaluate teachers or to compare school and parish programs.
3. Provide each participant with an NCEA IFG: ACRE edition assessment booklet for the Level being reviewed. Review only the items in Part 1. This step takes approximately 1 to 1.5 hours.
 - Read an NCEA IFG: ACRE edition assessment question.
 - Hold a (brief) discussion to share information, perspectives, and beliefs, responding from the religion program perspective and the community perspective (see below).
 - Arrive at a consensus rating using the A to E rating scale (see below).
 - Proceed on to the next question, repeating the discussion, review and rating process for every question.

For each question, participants are to read the item, then discuss, consider, explore, and share their professional opinions from two central perspectives:

Perspective 1: School/Parish religion program perspective:

Considering only the opportunities available via formal instruction through your school/parish instructional program(s) in past years and the current year, and considering when during the school year NCEA IFG: ACRE edition is given to the students, to what extent do the students have an opportunity to learn the content of this question?

Perspective 2: Broad community perspective:

Given our students' formal instruction, typical parish experiences, local cultural/social practices, and parental guidance/family life, and in consideration of when NCEA IFG: ACRE edition is given during the school year, to what extent have the students had an opportunity to learn the content of this question?

Having discussed a question from these two related points of impact, the evaluative central question and rating scale are: Will the students have had the opportunity to acquire the content knowledge necessary to answer this question correctly?

Rating scale:

- A) Definitely
- B) Very likely
- C) Perhaps
- D) Probably not
- E) Not sure/Don't know

4. During the discussion, the facilitator works to move the group to establish/confirm a consensus rating for each NCEA IFG: ACRE edition question.
 - a. The facilitator is to record the group's consensus rating (**A**, **B**, **C**, **D**, or **E**) on the worksheet in the box alongside the question's number. When all Part 1 questions have been rated by the group, the panel's work is completed.
 - b. Next, the facilitator circles only those questions rated "**A**" or "**B**" which are listed in the box on the lower half of the worksheet page. In each row, the NCEA IFG: ACRE edition questions are clustered into the six Domains that are represented on the NCEA IFG: ACRE edition assessment.
 - c. The facilitator counts and records the number of "**A**" and "**B**" rated questions for each Domain and then tallies and records the total number of As and Bs. Please check the tallying for accuracy.
 - d. Find the Header Sheet for this group of students. The **Total "A+B" count** is to be recorded into the spaces of the "A+B" column on this group of students' Header Sheet.
 - e. Keep a copy of the completed Curriculum Alignment Review worksheets for your records.

Completed worksheets serve as a continuing point of departure for discussion as local religious education/catechetical programs continue to review and monitor progress. They also serve as a reference point when NCEA IFG: ACRE edition score reports are returned.

The higher the A+B count the better the “fit” between what is taught and what is assessed by the NCEA IFG: ACRE edition; a low count means the NCEA IFG: ACRE edition assesses knowledge/content not (as yet) provided through your instructional programs. Students’ scores are related to the instructional opportunities available.

Consider this: if the number of As and Bs is fewer than 50 to 60 percent of the NCEA IFG: ACRE edition questions, should the students be expected do well? Perhaps not. They may not do well until the curriculum aligns more with the content of the assessment. If the “fit” between the NCEA IFG: ACRE edition questions and the instructional program opportunity is high (as reflected by 70 to 80 percent or more of the questions rated A or B), then students can be expected to score well on the NCEA IFG: ACRE edition. More discussion on this topic of alignment, standards, and expectations can be found in the Interpretation Manual returned with the score results.

The process of evaluating content standards and curriculum will provide the opportunity for a thorough program review, assist in interpreting assessment results, and contribute to lively and productive faculty discussions.

The number of faculty members available to participate in and the amount of time given to such a Curriculum Alignment Review will vary from program to program. The greater the involvement and the more time invested in becoming familiar with the curriculum and the other factors affecting the faith lives of students, the more useful the score report for improving the local program. With these meaningful tools in place, principals, DREs, teachers, and catechists will be more effective in forming committed, knowledgeable, lifelong disciples of Jesus Christ.

Appendix C— Level 1 ■ NCEA IFG: ACRE Edition Curriculum Alignment Review Worksheet

Parish/School Name _____ Facilitator _____

Date Review Completed _____

Step 1: Based on discussion and consensus, please rate each Level 1 NCEA IFG: ACRE edition Part 1 item (question) as to students’ opportunity to learn” as: **A** = Definitely; **B** = Very Likely; **C** = Perhaps; **D** = Probably Not; **E** = Not sure/Don’t know.

Record the rating in the box by the item number.

Item #	Rating	Item #	Rating	Item #	Rating	Item #	Rating	Item #	Rating
1		12		23		34		45	
2		13		24		35		46	
3		14		25		36		47	
4		15		26		37		48	
5		16		27		38		49	
6		17		28		39		50	
7		18		29		40		51	
8		19		30		41			
9		20		31		42			
10		21		32		43			
11		22		33		44			

Step 2 in the Domain grid below, CIRCLE each item rated **A** or **B**, then record the number circled for each Domain and the Total.

NCEA IFG: ACRE Edition Domains – Circle each item rated A or B		Number of Items Circled
Domain 1 items:	8 9 16 31 45 51	
Domain 2 items:	1 17 32 39 46	
Domain 3 items:	5 10 18 23 25 30 33 40 47	
Domain 4 items:	3 11 20 22 34 41 48	
Domain 5 items:	4 12 19 27 35 42 49	
Domain 6 items:	13 21 28 36	
Total:		

Record this Total in the A+B”
 ⇐ grid on the Header Sheet

Appendix C— Level 2 ■ NCEA IFG: ACRE Edition Curriculum Alignment Review Worksheet

Parish/School Name _____ Facilitator _____

Date Review Completed _____

Step 1: Based on discussion and consensus, please rate each Level 1 NCEA IFG: ACRE edition Part 1 item (question) as to students' "opportunity to learn" as: **A** = Definitely; **B** = Very Likely; **C** = Perhaps; **D** = Probably Not; **E** = Not sure/Don't know.

Record the rating in the box by the item number.

Item #	Rating	Item #	Rating	Item #	Rating	Item #	Rating	Item #	Rating	Item #	Rating
1		13		25		37		49			
2		14		26		38		50			
3		15		27		39		51			
4		16		28		40		52			
5		17		29		41		53			
6		18		30		42		54			
7		19		31		43		55			
8		20		32		44		56			
9		21		33		45		57			
10		22		34		46					
11		23		35		47					
12		24		36		48					

Step 2 in the Domain grid below, CIRCLE each item rated **A** or **B**, then record the number circled for each Domain and the Total.

NCEA IFG: ACRE Edition Domains – Circle each item rated A or B		Number of Items Circled
Domain 1 items:	1 9 15 26 34 42 55	
Domain 2 items:	10 20 27 36 43 50 56	
Domain 3 items:	2 11 19 28 37 44 53 57	
Domain 4 items:	12 21 29 45 52 54	
Domain 5 items:	3 5 13 18 22 30 35 38 40 4	
Domain 6 items:	6 14 23 31 39 46	
Total:		

Record this Total in the A+B"
 ↳ grid on the Header Sheet

Appendix C— Level 3 ■ NCEA IFG: ACRE Edition Curriculum Alignment Review Worksheet

Parish/School Name _____ Facilitator _____

Date Review Completed _____

Step 1: Based on discussion and consensus, please rate each Level 3 NCEA IFG: ACRE edition Part 1 item (question) as to students’ opportunity to learn” as: **A** = Definitely; **B** = Very Likely; **C** = Perhaps; **D** = Probably Not; **E** = Not sure/Don’t know.

Record the rating in the box by the item number.

Item #	Rating	Item #	Rating	Item #	Rating	Item #	Rating	Item #	Rating
1		14		27		40		52	
2		15		28		41		53	
3		16		29		42		54	
4		17		30		43		55	
5		18		31		44		56	
6		19		32		45		57	
7		20		33		46		58	
8		21		34		47		59	
9		22		35		48		60	
10		23		36		49		61	
11		24		37		50		62	
12		25		38		51		63	
13		26		39					

Step 2: In the Domain grid, CIRCLE each item rated **A** or **B**, then record the number circled for each Domain and the Total.

NCEA IFG: ACRE Edition Domains – Circle each item rated A or B													Number of Items Circled			
Domain 1 items:	1	18	26	27	33	42	50	58								
Domain 2 items:	2	10	16	19	23	43	51	59								
Domain 3 items:	7	9	11	20	36	52	60									
Domain 4 items:	4	12	21	28	37	45	53	61								
Domain 5 items:	13	17	22	29	34	38	46	54	55	62						
Domain 6 items:	6	14	30	35	39	44	47	56								
Total:																

Record this Total in the A+B” grid on the Header Sheet

**FPO:
inside back cover
is blank**



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