

NCEA IFG: ACRE EDITION Interpretation Manual



NCEA IFG

Information for Growth

Assessment of Children/Youth

Religious Education (ACRE)

2013 EDITION



National Catholic Educational Association



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“The definitive aim of catechesis is to put people
not only in touch but in communion, in intimacy, with Jesus Christ:
only He can lead us to the love of the Father in the Spirit
and make us share in the life of the Trinity.”
John Paul II, *On Catechesis in Our Time*, #5

Introduction

The *National Catholic Educational Association Information for Growth: Assessment of Children/Youth Religious Education* (NCEA IFG: ACRE edition) is a reliable, tested tool for assessing Catholic religious education programs. Released in Fall 2013, NCEA IFG: ACRE edition intends to help Catholic educators and catechetical leaders evaluate local Catholic parish and school programs by gathering evidence of what particular groups of students know about Catholicism and how their lives reflect development as Christian disciples. The assessment process assumes that students gain faith knowledge over time in a gradual way. Cumulative growth of learners enrolled in a local Catholic school or parish religious education program is reflected in three snapshots at pivotal points in the faith development journey: Grade 5, Grade 8 or 9, and Grade 11 or 12. Assessment content in Level 1 draws on what students have learned in grades 1 through 5, not only what they learned in fifth grade. Levels 2 and 3 also assume cumulative knowledge gained through years of prior instruction and formation.

With the detailed data provided in the score report, religious educators can discover what topics students know well and what areas of faith formation need greater attention for students to achieve acceptable levels of proficiency. NCEA IFG: ACRE edition provides the information you need to determine the strengths and weaknesses of your curriculum and the other elements of your religious instruction program. With this information, you can be confident that the local program is effectively educating young people in the Catholic faith and those involved are doing their best to create committed disciples of Jesus Christ.

■ Using this Manual

The manual is designed to provide essential background information about the tool along with practical assistance for making meaning from the reports and, in turn, influencing decision-making related to catechetical programs. Thus, the primary audience for the Interpretation Manual is the people organizing and overseeing the interpretation of local NCEA IFG: ACRE edition results. The Interpretation Manual is an essential complement to the Administration Manual; together the manuals outline the entire assessment process. Additional material is also available through the Religious Education Assessment section of NCEA’s website www.ncea.org.

Please read this Interpretation Manual completely before using any of the results from a particular administration of the NCEA IFG: ACRE edition. Pay particular attention to the descriptions of the data available in the reports and possibilities and limitations for meaning-making from local and national results. The Curriculum Alignment Review process described in Appendix C of the Administration Manual will also be helpful to interpreting local results.

■ Brief History

NCEA IFG: ACRE edition is the latest version of a religious education assessment tool whose history stretches back more than forty years. In the 1970s, NCEA developed several religion assessments called Religious Education Development Inventory (REDI – grade 5), Religious Education Outcomes Inventory (REOI – grade 8) and Religious Education Knowledge, Attitudes and Practices (REKAP – grade 12).

In the late 1980s, REDI, REOI and REKAP were reframed under the acronym ACRE (Assessment of Catholic Religious Education). In 1992 and again in 2001, ACRE underwent a major revision at all three levels (Level 1 – fifth grade, Level 2 – eighth and ninth grade, and Level 3 – eleventh and twelfth grade). A slight name change also was made (Assessment of Catechesis/Religious Education). During these decades, ACRE captured a national market due to its excellence and usefulness; it was utilized in most Catholic schools and many parishes. ACRE was also used outside the U.S. in some English-language schools. A Spanish edition of the ACRE student booklet was released in 2001.

In the 1990s, NCEA also developed an adult faith formation survey titled *Information for Growth (IFG)*. Individual adults use the outcomes of the survey to identify their areas of strength and growth related to all six tasks of catechesis. Catholic schools, parishes, and dioceses utilize this tool to understand the faith knowledge and practice of those catechizing, informing choices about the professional and spiritual development plans for faculty and catechists.

In September 2013, NCEA released the revised edition of the religious education program assessment tool after three years of consulting ACRE (2001) users, Catholic education leaders, and ETS, an industry leader in assessment development. NCEA Information for Growth: Assessment of Children/Youth Religious Education, or NCEA IFG: ACRE edition, linked NCEA's two religious education assessments – IFG for adults and ACRE for children. The name change connotes two key principles underlying the revision:

- a) the assessment process is designed to provide information for growing disciples over time by capturing snapshots of the cumulative impact of comprehensive religious education programs, and
- b) NCEA's commitment to effective, life-long catechesis which includes honest, critical reflection on what learners are actually learning as well as what is being taught through our collective efforts.

All of us need to regularly assess our religious knowledge and our faith practice so we can build on our strengths and transform our weaknesses. This is how we become effective proclaimers of the Gospel, leaders in the New Evangelization and committed disciples who build the reign of God.

■ Continuity and Changes in the Tool

Core aspects of the religious education program assessment continue from ACRE (2001):

- Content in NCEA IFG: ACRE edition is based on the Catholic Church's expectations for an organic, systematic, and comprehensive education in Christian discipleship. As a criterion-referenced assessment of learning, it is not meant to be a "test" that assesses all of the information that is presented in the day-to-day learning setting.
- Gathered information includes both cognitive and affective outcomes of faith formation.
- Standards-based reporting builds on ecclesial expectations as well as sound educational practices. This 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.
- Standard setting processes and established national "cut scores" reflect the realistic capacities of

learners regardless of where they receive their formal religious instruction and assume proficiency is the first aim.

- Approximately 70% of the items used in the 2001 edition of the assessment tool are retained in the 2013 edition. A subset of these items remains in the same place within the order of items at a particular level to serve as an “anchor” set, increasing the reliability between the editions.
- Ongoing analysis of results ensures the reliability (that students in similar conditions will perform in the same way from year to year) and validity (that the assessment items measure what they are intended to measure) of the tool.

Key changes made during the revision process to strengthen the assessment tool include:

- Updating the content blueprint (see Appendix A) to reflect a continuum of life-long faith development as well as incorporate changes in national catechetical guidelines, including the USCCB’s *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age* and the dimensions of adult faith formation described in *Our Hearts Were Burning Within Us*.
- Restructuring the eight domains or topic areas used in ACRE (2001) to six domains matching the six tasks of catechesis named in the *General Directory for Catechesis*: Knowledge of the Faith, Liturgical Life, Prayer, Moral Formation, Communal Life, and Missionary Spirit.
- Rewording the “Student Concerns” section in Part 2 to minimize ambiguity or misunderstanding about the intent of the questions.
- Refashioning the practical information included in supporting materials, such as this manual, based on user feedback.
- Giving greater attention to maintaining the integrity of the assessment process by being more explicit about the secure nature of the items in the student booklets.

■ Uses and Misuses of the NCEA IFG: ACRE edition

Optimal benefit can be found by using NCEA IFG: ACRE edition as part of a system of assessments designed to monitor individual and collective learning in a developmental fashion. Such a system includes “fine-grained” tools such as quizzes and course tests that provide immediate information to influence teaching as well as “large-grained” tools that situate local outcomes within the larger context of national and ecclesial expectations.

NCEA IFG: ACRE edition is a “large-grained” tool that provides an overall snapshot of the catechetical/religious education effort at a Catholic school or parish religious education program (called a local site) as well as incorporating performance standards based on developmentally appropriate outcomes for learners. The performance standards are one way to capture the degree to which learners have developed religious knowledge necessary for a strong foundation for lifelong faith development. The national “cut scores” are an independent criterion appraisal of the performance of the individual or group based on a determination of the realistic capacities of learners regardless of where they receive their formal religious instruction. Recognize there are several helpful uses as well as undesirable misuses of NCEA’s religious education assessment tools. A few are noted below.

Proper Uses

Monitoring and Evaluating Achievement as Evidenced in NCEA IFG: ACRE EDITION Performance

Whether in parish-based programs or in Catholic schools, evaluating the status of a religion program requires that educators be attuned to the mission, goals and strategies of sound catechesis. Such an evaluation also

calls for a thorough review of the who, what, how, and why that shape the operative assumptions in the religious education process. Components include:

- Religion curricula
- Comprehensive program design
- Teaching methods
- Instructional approaches and
- Resources allocated to accomplish the mission.

Users and reviewers of results realize that the score a student attains is not solely a result of a single religious education instructional experience. Home, community, parish, and school, in combination with dispositional factors as well as student learning cognitive-readiness such as reading level, language proficiency, acculturation, motivation, when and at which grade the assessment is taken, all affect scores. Results must be reviewed and decisions for improvement made in consideration of these conditions, any one (or combination) of which can influence each student differently.

Curriculum Alignment Review

A curriculum alignment review helps “map” what and when particular primary concepts are included in the catechetical plan for the school or parish religious education program. Administration Manual Appendix C details a process for aligning local practices with the items found in Part 1 of the various levels of NCEA IFG: ACRE edition. The review of the years leading up to the assessment period shows where in the local religious education program each concept is taught, how often a concept has been covered, and in what grades.

NCEA strongly encourages local leaders and catechists/teachers to engage in the Curriculum Alignment Review found in the Administration Manual at least four weeks before administering the assessment. Completed worksheets from the Curriculum Alignment Review are important references in reviewing the Score Report. For example, you may find that the concept of Jesus as savior was taught in second, fourth and fifth grade. Fifth grade students, then, should clearly know this concept and be able to answer correctly any questions about Jesus as savior. With this expectation in mind, review the score report. If you find that students did not answer questions correctly about Jesus as savior, then you know that the local religious education program is not achieving the desired result. A next step would be to identify factors that may have influenced the score and then adapt future practice so that similar students are able to demonstrate knowledge of Jesus as savior clearly in subsequent administrations.

Annual Program Check-up

NCEA IFG: ACRE edition gives a snapshot of the basic religious knowledge, practices, and perceptions of students. With this information, faith education leaders can explore areas of strength within the local religion program as well as areas that need additional attention. Using such an assessment annually allows leaders to track the general direction of their faith education efforts over time and track improvements as goals and strategies are changed or refined. In addition to tracking local scores from year to year to uncover trends, comparing local outcomes to national scores helps maintain shared standards for the Catholic community as a whole.

Misuses

Individual Performance Evaluation

An egregious misuse of the tool is viewing the NCEA IFG: ACRE edition scores as a sole determiner of the effectiveness of an individual teacher, catechist, director of religious education, or principal. The religious education outcomes measured by the tool are cumulative over time and across multiple facets of the faith formation process.

Inflating Expectations

All involved in religious education want each learner to reach his or her fullest potential in building a relationship with God and the Church. However, an over-emphasis on achieving “advanced” proficiency can inflate what people come to expect from a typical learner at a given stage of development. A related shadow of this misuse is “teaching to the test” to boost short-term scores at the expense of deepening long-term understanding. The developmental and pedagogical frameworks behind the NCEA IFG: ACRE edition design anticipate gradual, steady learning overtime. While most of the items are concepts learners should know, each level includes items that only those students who are advanced are likely to know.

Focusing Only on Cognitive Knowledge

The standards-based reporting and referencing scores based on the knowledge portion of the NCEA IFG: ACRE edition provide insight into one aspect of the catechetical/religious education efforts in both school and parish religion programs. A misuse and a misunderstanding of NCEA IFG: ACRE edition assessments would be to use only the scores of Part 1 – Religious Knowledge as an independent measure of program effectiveness. Catholic identity is a holistic reality that encompasses both knowing and loving Jesus Christ and expressing that in a Catholic way of life.

Available Assessment Data

■ Nature of the Tool

Some find it helpful to think of the NCEA IFG: ACRE edition as a “large grained” assessment of learning designed to gather a sufficient number of core content points to outline the knowledge of a group. The results are best suited to inform planning or accountability processes. It complements “fine grained” assessments conducted frequently in the learning setting to check for understanding, differentiate instruction, or quickly change instructional strategies. Metaphorically the NCEA IFG: ACRE edition checks the health of a sampling of trees annually to monitor the overall health of the forest. Classroom quizzes and unit tests check every tree in a particular area to ensure each is growing properly. Both types of checks are important within a system of assessment, though their results are not necessarily interchangeable.

It is important to remember that a person’s faith can never be truly assessed except by God; it is impossible to know the depth of faith and the quality of discipleship of another human being, for these are known to God alone. However, we can assess factual knowledge and indicators of faith, examining those things that point to accurate knowledge of, true belief in, and regular practice of the Catholic faith.

The assessment booklets for Levels 1, 2 and 3 are divided into two parts:

- *Part 1 – Religious Knowledge*
Part 1 asks questions about the teachings of the Church. Scores from Part 1 reveal students’ cognitive or “head” knowledge of Catholicism.
- *Part 2 - Personal Beliefs, Attitudes, Practices, and Perceptions*
Part 2 asks questions about personal beliefs, attitudes, practices, and perceptions. Scores from Part 2 reveal students’ affective knowledge and practice or “heart and hands” knowledge of Catholicism.

Each part is made up of items. An *item* is one unit made up of a stem (often in the form of a question or an incomplete statement), one key or correct answer option, and three plausible distractor response options. Students often refer to items as questions. Part 1 items by nature of their design have one correct response choice. Part 2 items by nature their design have a preferred response choice rather than one correct response. The optimal benefit of the NCEA IFG: ACRE edition tool is gained by utilizing the outcomes of both parts in assessing program effectiveness. Together, the results capture a group’s knowledge of the whole message of the Gospel and the personal application of that knowledge for growing in the holiness of life.

■ Part 1 – Religious Knowledge

In the assessment booklets, Part 1 – Religious Knowledge is constructed in one long section.

In Level 1, there are 51 items in Part 1.

In Level 2, there are 57 items in Part 1.

In Level 3, there are 63 items in Part 1.

The religious knowledge content in Part 1 is framed by the same categories that the Church uses to organize catechetical education. These categories are called domains. Each domain is then further specified and defined by key concepts.

Domains refer to broad areas of knowledge representing major areas of Catholic religious teaching.

Key concepts refer to specific information that students are expected to learn as part of building a comprehensive, systematic, and organic understanding of the Catholic faith.

For example, in Domain 1: Knowledge of the Faith, key concepts within this domain include Trinity and Creed. The domains and key concepts are the map used in designing the cognitive knowledge included in all three levels of NCEA IFG: ACRE edition.

The six domains in the NCEA IFG: ACRE edition correspond to the six tasks of catechesis as named in normative Church documents including the *General Directory of Catechesis* (from the Vatican), the *National Directory of Catechesis* (from the U.S. Bishops) and *Our Hearts Were Burning Within Us: A Pastoral Plan for Adult Faith Formation* (from the U.S. Bishops). The six domains are:

- Knowledge of the Faith
- Liturgical Life
- Moral Formation
- Prayer
- Communal Life
- Missionary Spirit

The NCEA IFG: ACRE edition Blueprint, found in Appendix A, lists several student learning objectives for each domain. The key concepts are drawn from these student objectives. The rigor of knowledge assessed related to the concepts increases with each successive level.

Thus, the key concepts are important areas for instruction which should be addressed as outlined in the curricular guidelines of the United States Conference of Catholic Bishops (USCCB) and local dioceses. In other words, the NCEA IFG: ACRE edition blueprint aligns to the same curricular guidelines and expectations as those established by the national and universal Church rather than creating a separate set of norms for quality religious education.

The key concepts found in each domain are listed in the chart on the next page. The number of items included for a particular domain or key concept varies based on the sequence of learning and the emphases at particular points in the maturation process. Note areas in the chart designated with a dash “—” are key concepts for which no unique questions are included in this version of the assessment. Often, the concept is closely related to an item allocated in another domain and so was omitted to keep the assessment at a reasonable length. In future revisions, these key concepts may be addressed through a unique item as circumstances dictate.

Approximately 70% of the items used in the prior edition of the assessment tool are retained in the 2013 edition to maintain continuity. A subset of items remains in the same place within the order of items at a particular level to serve as an “anchor” set of items. A chart correlating the items in the 2013 edition with those used in the 2001 edition is available from NCEA.

Some items are repeated in various levels as another way of monitoring student learning and retention over time. A chart of these “overlapping” items is also available from NCEA.

Lists of significant vocabulary terms and names from the Bible and Church History that are included in the assessment is available in Appendix B. While the score reports no longer designate a separate domain for Catholic literacy, these terms are assumed to be part of the overall religious education experience of learners. At the time of the revision, the terms are also common to the materials that are approved by the USCCB as being in conformity with the *Catechism of the Catholic Church*.

Domain and Key Concept Distribution of Part 1 Items

NOTE: Areas designated with a dash “—” indicate key concepts for which no unique items are included in the assessment.

Domain 1 – Knowledge of the Faith

Key Concepts	Level 1 Items	Level 2 Items	Level 3 Items
Trinity (General)	20, 22	9	—
Trinity: God the Father	48	2	17, 50
Trinity: God the Son	1, 7, 45, 50	8	8, 27
Trinity: God the Holy Spirit	31	—	—
Creed	—	42	—
God’s activity in human history	28, 34, 38, 41	14, 55, 57	18, 29, 42, 53
Biblical themes	44	38, 44, 47	12, 21
Church history	15, 21, 36	4, 6, 11, 12, 31, 39, 46	9, 35, 40, 47, 58, 61
TOTALS:	16	17	16

Domain 2 – Liturgical Life

Key Concepts	Level 1 Items	Level 2 Items	Level 3 Items
Liturgical year	5, 10, 13	53	7, 11, 56
Liturgical symbols	9, 17	19, 48	—
The Mass	30	21, 28	20
Roles in the Liturgy	—	35	—
Celebration of sacraments	—	41	—
Sacraments of initiation	40	—	36, 44
Sacraments of healing	33	—	—
Sacraments at service of Communion	19	—	—
Rite of Christian Initiation of Adults	—	—	—
TOTALS:	9	7	6

Domain 3 – Moral Formation

Key Concepts	Level 1 Items	Level 2 Items	Level 3 Items
God’s plan for Christian life	3, 12, 25	1, 5, 13, 17, 32, 54	32, 37
Precepts of the Church	—	—	48, 57
Nature and aspects of personal/social sin and virtue	42	22	16, 25, 46, 49, 55
Principles of Catholic Social Teaching	23	3, 16, 18	2, 26, 33, 41
Conscience, common good, etc.	18, 35	—	34, 52, 62
Morality: Divine and natural law	—	49	—
Pursuit of a life of holiness	—	10, 40	—
TOTALS:	7	13	16

Domain 4 – Prayer

Key Concepts	Level 1 Items	Level 2 Items	Level 3 Items
The Lord’s Prayer, Creed	6, 14, 47	—	—
Sacramentals, including rosary	2	7	39, 59
Devotional practices	37	15	14, 24
Purpose and forms of prayer	26, 39	24, 27, 45	10, 31
Personal prayer and spiritual reflection	—	29, 52	—
Shared prayer	8, 46	—	—
TOTALS:	9	7	6

Domain 5 – Communal Life

Key Concepts	Level 1 Items	Level 2 Items	Level 3 Items
Marks of the Church	—	51	19
Mary	4	—	38, 60
Church	11	34	—
Leadership of the Church	24	—	22
Magisterium	—	25, 36	45
Ecumenism	—	50	54
Mission of the Church	32	—	23, 51
Church as a communion	29	56	—
Theological Virtues	27	26	3, 13
TOTALS:	6	7	10

Domain 6 – Missionary Spirit

Key Concepts	Level 1 Items	Level 2 Items	Level 3 Items
Evangelization	43, 51	23, 33, 43	43, 63
Commitment to Discipleship	—	20	5, 28
Baptismal/vocational call	49	30	6, 15, 30
Responsibility to those in need	16	37	1, 4
TOTALS:	4	6	9

Alternative Mapping of Part 1 Items: Four Pillars of the CCC

Grouping the Part 1 items of NCEA IFG: ACRE edition in alternative ways may be helpful in mapping the content to local curriculum standards or benchmarks. For instance, a number of dioceses that use NCEA’s assessment tools organize their curriculum guidelines around the four pillars of the *Catechism of the Catholic Church* (CCC):

- Part One: The Profession of Faith
- Part Two: The Celebration of the Christian Mystery
- Part Three: Life in Christ
- Part Four: Christian Prayer

This structural arrangement presents a succession of movements: the Church believing, celebrating, living, and praying. The CCC also presents deepening levels of faith knowledge and understanding in each of the four parts.

The cognitive content of items in the NCEA IFG: ACRE edition can be categorized according to the CCC. While the blueprint and national performance standards for Part 1 reflect a different organizational structure, one result report does indicate the number of correct responses in each pillar. Utilize the chart below to establish local proficiency indicators.

**Religious Knowledge Items Aligned with Pillars of the Catechism
for Each Level of the NCEA IFG: ACRE Edition**

Pillar of the <i>Catechism of the Catholic Church</i>	Level 1 Items	Level 2 Items	Level 3 Items
Profession of Faith	1, 7, 11, 15, 20, 21, 22, 24, 28, 29, 31, 34, 36, 38, 41, 44, 45, 48, 50, 51	2, 4, 6, 8, 9, 11, 12, 14, 25, 28, 31, 34, 36, 39, 42, 44, 46, 47, 50, 51, 55, 57	8, 9, 12, 14, 18, 19, 21, 22, 23, 27, 29, 35, 38, 42, 43, 45, 47, 50, 51, 53, 58, 60, 61
Liturgy and Sacraments	5, 9, 10, 13, 17, 19, 30, 33, 40	19, 21, 28, 30, 35, 41, 48, 53, 56	6, 7, 11, 20, 30, 36, 44, 56
Life in Christ	3, 4, 12, 16, 18, 23, 25, 27, 32, 35, 42, 43, 49	1, 5, 13, 16, 17, 18, 20, 22, 23, 26, 32, 33, 37, 40, 43, 49, 54	1, 2, 3, 4, 5, 13, 16, 17, 25, 26, 28, 33, 34, 37, 41, 46, 48, 49, 52, 54, 55, 57, 62
Christian Prayer	2, 6, 8, 14, 26, 37, 39, 46, 47	7, 15, 24, 27, 29, 45, 52	10, 15, 24, 31, 40, 59

■ Part 2 - Personal Beliefs, Attitudes, Practices, and Perceptions

In the assessment booklets, Part 2 – Personal Beliefs, Attitudes, Practices and Perceptions is composed of items that are considered affective indicators of faith and belief, as contrasted with cognitive knowledge.

The items in Part 2 are organized in three sections. The *first section* presents statements about beliefs and attitudes, to which students are asked to strongly agree, agree, disagree or strongly disagree. The *second section* presents statements about practices to which students respond by indicating if they often, sometimes, rarely or never engage in that activity. The *third section* presents a list of behaviors and asks students the extent to which they see it happening at their school or parish by stating if they perceive the behavior as not a problem, a minor problem or a major problem occurring in the particular setting.

Items in Part 2 tell religious educators if they are catechizing effectively – actually reaching the heart and hands, not just the head – so that students are beginning to live as committed disciples of Jesus Christ. This is the goal of all Christian catechesis – to form disciples who know and live their faith in the world.

The items in Part 2 of the NCEA IFG: ACRE edition are unique in one major respect: the affective section of the assessment asks each student to self-report on his or her personal experience related to religious belief, attitude, practice or perception. Unlike Part 1 Religious Knowledge items for which there are correct answers, the reporting scales anticipate variation in responses that reflect the extent of personal agreement or disagreement with a statement. Preferred responses indicated in result reports reflect Catholic norms for Christian discipleship and serve as reference points for evaluating how the program is helping create committed disciples of Jesus Christ.

Items in Part 2 represent seven categories or themes considered to be of interest to catechetical/religious education leaders and teachers/catechists:

- Relationship with Jesus
- Images of God
- Catholic Identity
- Morality
- Relationships with Others
- Perceptions About Your School/Parish Program Students' Concerns

The seven reporting categories in NCEA IFG: ACRE edition are the same as the categories used in the 1992 and 2001 editions of the assessment tool. Like Part 1, the number of items presented in each category varies between levels as well as between categories based on developmental and pedagogical frameworks of gradual maturation over time.

Affective Items in NCEA IFG: ACRE edition Part 2 Grouped by Reporting Category

Reporting Categories	Level 1 Items (36)	Level 2 Items (49)	Level 2 Items (52)	Number of Statements		
				L1	L2	L3
Relationship with Jesus	1, 2, 3, 4	1, 2, 3	1, 2, 3, 4	4	3	4
Images of God	5, 6, 7	4, 5, 6	5, 6, 7, 8	3	3	4
Catholic Identity	8, 9, 20, 21, 22, 28	7, 8, 10, 11, 31, 32, 33, 40, 41	9, 10, 12, 13, 15, 33, 34, 35, 43, 44	6	9	10
Morality	10, 11, 12	12, 14, 15, 16, 17, 18, 19, 20, 21	16, 17, 18, 19, 20, 21, 22, 23, 24	3	9	9
Relationships with Others	13, 17, 23, 24, 25, 26, 27	9, 13, 22, 34, 35, 36, 37, 38, 39	11, 14, 36, 37, 38, 39, 40, 41, 42	7	9	9
Perceptions About Your School/Parish Program	14, 15, 16, 18, 19	23, 24, 25, 26, 27, 28, 29, 30	25, 26, 27, 28, 29, 30, 31, 32	5	8	8
Students' Concerns	29-36	42-49	45-52	8	8	8

Confidentiality

Maintaining the confidentiality of the responses given by individual learners and a group as a whole is vital to a quality assessment process. Persons administering the assessment are advised to take steps to assure respondents' confidentiality. This promotes honesty in responding which will result in better data for informing program evaluation and planning.

This is especially critical in both gathering and analyzing the responses provided to Part 2, which is why individual student reports are not available for Part 2 items. As students prepare to respond to the affective statements that comprise Part 2, they are informed that their responses will be kept confidential. Without an assurance of confidentiality, data from this section can be suspect. To the degree that students believe

that local leaders will read and take note of their individual responses, the students will be inclined to mark the preferred responses which may not truly reflect their own beliefs, attitudes, practices and perceptions. Remember this condition and caveat as you explore these results characterizing local students.

In reviewing the results from Part 2, refrain from trying to connect a particular response to an individual student. In sharing Part 2 results with students, remember to treat responses that differ from the preferred or expected in ways that invite deeper conversation about the belief, attitude, practice, or perception rather than appearing to demean or judge students negatively for their honesty.

Standards-Based Reporting and the NCEA IFG: ACRE edition

■ Description and Rationale

NCEA's religious education assessments of program for school-aged learners were designed from their inception to provide quality data on what learners have learned, the opportunities provided by the program to acquire and or deepen essential knowledge, and how that knowledge is reflected in daily living. Over the past decade, educational assessment has focused more attention on what learners are actually learning in relation to what was intended to be taught in a particular program. Shifting from a practice of only informing users as to how a student or group performed in relation to other learners, it is now common for assessments to inform users how the student or group scored in relation to independent or criterion expectations.

Thus, "standards-based" scoring and reporting on the cognitive or "knowledge" portions of educational assessments is used widely in determining the impact and outcomes of particular learning environments. A standards-based design supports the educational goal of helping students learn to their potential with reference to what is expected or desired by the broader community. On the other hand, giving sole focus to comparing percentile ranks achieved by others implies the educational goal is simply "doing better than others."

Standards-based assessment design begins with a thoughtful and balanced plan for the content knowledge to be assessed. Representative items are then crafted to provide proper, developmentally appropriate coverage of the concept areas. Careful determinations are also made by experts with knowledge of both the content and the learners to establish performance standards that mark meaningful delineations within the percentage of total items learners answer correctly. Finally, result reports are devised to show the percentage of correct responses given by a particular group of students in relationship to the content plan for the assessment. This simple index - what percent of the items are answered correctly compared to carefully determined performance standards - provides an independent criterion appraisal of the performance of the individual or group.

The NCEA IFG: ACRE edition utilizes a standards-based assessment design. Like previous editions, the content plan, or blueprint, reflects what the Church considers vital to building a strong foundation for ongoing faith development and lifelong Christian discipleship.¹ The performance standards are retained from the previous edition as they still reflect the goals of effective catechesis. Items in the revised question booklets provide adequate coverage of all the knowledge domains in developmentally appropriate terms. Draft items were also pilot-tested with current learners to ensure those selected for use bolstered the reliability of reporting on the established performance standards. The reports use revised "cut scores" to delineate results in relation to the performance standards. Contact the NCEA Religious Education Department if you are interested in a detailed summary of the standard-setting process.

Standardized assessments such as NCEA IFG: ACRE edition are tools that can inform initiatives for change, but that information must be used in the context of local conditions, goals, and expectations. NCEA IFG: ACRE edition's performance standard categories are intended to support use in local programs, not to usurp or interrupt local religion program planning.

NCEA IFG: ACRE edition reports also provide users with extensive documentation referencing national group performance. This situates local practice in the larger context of outcomes from across the country.

¹ The content blueprint was based on the normative catechetical texts for the United States – Sacred Scripture, the Catechism of the Catholic Church, the General Directory for Catechesis, the National Directory for Catechesis, and Our Hearts Were Burning Within Us: A Pastoral Plan for Adult Faith Formation – along with best practices in catechesis and education and the USCCB protocols for the development of catechetical materials.

Local context information helps to form the background in which a local assessment coordinator attends to preparation activities before actually administering NCEA IFG: ACRE edition to the students (e.g. curriculum alignment review using Appendix C of the Administration Manual) and sets local standards and expectations for learner outcomes.

■ NCEA Performance Standard Categories and Cut Scores

NCEA adopted a three-category set of performance standards definitions to assist in utilizing student performance data in program assessments. The performance standards support standards-based program review and set expectations for student performance. The categories and their meanings are the same as those used in the 2001 edition.

Descriptions of NCEA IFG: ACRE edition (2013) Performance Standards Categories and Expectations

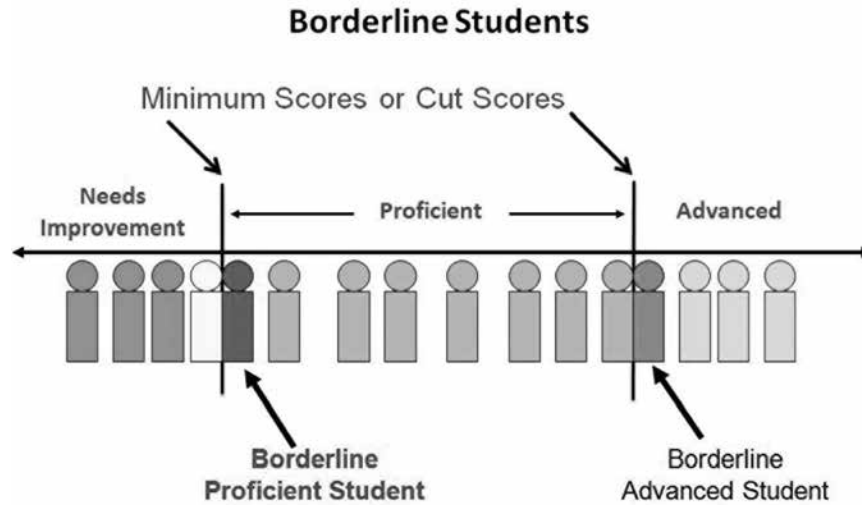
Needs Improvement	Proficient	Advanced
Students at this level demonstrate a below-basic knowledge of the faith concepts that were assessed, and do not yet show appropriate understanding for the student's age and stage of faith formation. The student's performance shows the need for general improvement in all or most core faith concepts, domains, and themes.	Students at this level demonstrate basic, satisfactory knowledge of the faith concepts that were assessed, and show appropriate understanding for the student's age and stage of faith formation. The student's performance generally is strong and competent with few deficiencies in any one faith concept, domain, or theme. A basic level of religious knowledge and understanding is sufficient for continual progress in typical faith development.	Students at this level consistently demonstrate superior knowledge of the faith concepts that were assessed, and show appropriate understanding for the student's age and stage of faith formation. The student shows balanced and exceptional strengths in core faith concepts, themes and domains.

The 2001 and 2013 editions use the same performance standards categories, and the meaning of the categories is intended to be the same. However, the cut scores for the two versions are not directly comparable. The differences in cut scores could be attributable to differences in form difficulty or panelists' judgments, or a combination. Nonetheless, until a sufficient number of students' scores are available to conduct a statistical equating, relative difficulty between the old and new ACRE version cannot be established.

■ Identifying the Performance Standards Categories Cut Scores

With the assistance of experts from Educational Testing Service, NCEA completed a standard-setting study to support an important goal of the revision: to maintain the validity of the NCEA IFG: ACRE edition by evaluating the new assessments and developing cut scores aligned with the 2013 Performance Level Descriptors. The process employed a variation of the Yes/No version of the modified Angoff approach. The method is particularly useful when panelists are required to make item judgments for more than one performance level, when expectations for student performance increase in each subsequent performance level. Overall, the standard-setting workshop adhered to well-established professional standards.

The performance standards anticipate the scores of the majority of learners will fall within the "proficient" category and the cut scores reflect that expectation. Cut points or "cut scores" delineate the performance



standard categories based on the number of items students answered correctly in the Religious Knowledge portion of the assessment (Part 1). A cut score identifies the number of correct responses given by a student who is considered as being at the borderline of a category or attained a sufficient knowledge to score at the lower boundary of either the proficient or advanced category. The cut score process does not lead to or identify firm, clear, or known truths. The process can only assure that resultant cut scores are fair and representative.

NCEA staff, in consultation with a national advisory panel and informed by the results of a statistical equating process, determined cut scores for use in reporting from the 2013 edition.

■ NCEA IFG: ACRE Edition Religious Knowledge Classification Cut Scores

NCEA IFG: ACRE EDITION Level	Total # Part 1 Items in Level	Needs Improvement Category Score Range	Proficient Category Score Range	Advanced Category Score Range
I	51	31 or fewer items correct (61% or lower)	32 through 43 items correct (62% to 85%)	44 or more items correct (86% or higher)
II	57	37 or fewer items correct (64% or lower)	38 through 50 items correct (65% to 88%)	51 or more items correct (89% or higher)
III	63	41 or fewer items correct (64% or lower)	42 through 56 items correct (65% to 88%)	57 or more items correct (89% or higher)

The performance standards categories and the cut scores frame the reporting of results from student responses made in Part 1 – Religious Knowledge. These categories and cut scores are used to prepare the individual student and group summary statistical reports returned to NCEA IFG: ACRE edition users. Contact the NCEA Religious Education Department if you would like information about a process for creating local cut scores.

The Results Report

■ Overview

A close and thoughtful review, analysis, and interpretation of the results are critical to gaining the most benefit from the assessment process. Utilize the report formats best suited to illuminating the areas of interest for the local program review.

Part 1 Score Reports correspond to Part 1 items in the question booklets. Part 2 reports correspond to Part 2 items in the question booklets. Score data in the Part 1 reports are computed, configured, and detailed using a few common quantities:

- the actual score attained by the student (number correct)
- the resulting performance category classification (Advanced, Proficient, Needs Improvement),
- the percent correct score (number correct divided by the total points possible times 100),
- averages (means) of these indices for a particular group, and
- the score distribution of student performance by grade and student demographic.

Item-by-Item summaries identify the percent of students choosing a correct (Part 1) or preferred (Part 2) response, and the percent of students choosing each incorrect (or non-preferred) response. Access to NCEA IFG: ACRE edition student booklets may assist in reviewing results as the actual assessment items are shortened for presentation in the reports.

Each school or parish administering the NCEA IFG: ACRE edition (2013) in paper and pencil form receives the group results in six different report formats:

- 1: Part 1 Faith Knowledge Item Summary by Domain
- 2: Part 1 Total Score, Standards Classification and Domain
- 3: Part 1 Score Summary by the Four Pillars of the *Catechism of the Catholic Church*
- 4: Part 1 Faith Knowledge Score Frequency Distributions
- 5: Affective Statements by Student Information Category
- 6: Affective Statements by Student Information Category - Student Concerns

Formats 1, 2, 3, and 4 contain group results from Part 1. Formats 5 and 6 contain group results from Part 2.

In addition to the standard group reports, local users may select two other optional reports when placing the initial order for materials:

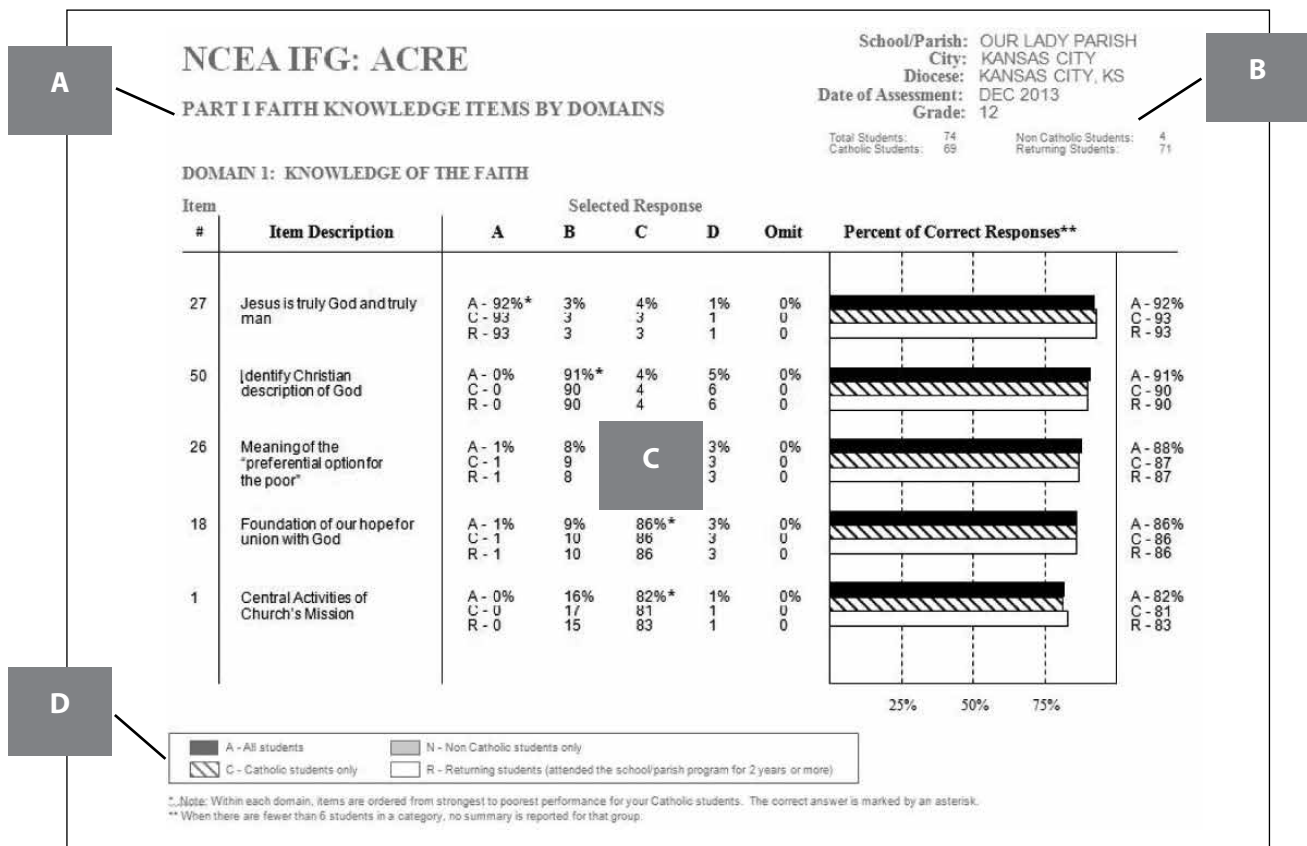
- 7: Local School/Parish Faith Knowledge Question Summary Report
- 8: Individual Student Report Summary (at additional cost)

Appendix C provides a detailed description of the particular data presented in each report format. Annotated report examples follow the descriptions to assist users in becoming familiar with the various report layouts. The examples contain sample data offered for illustrative purposes only.

■ Reading the Results Reports

The standard report pack usually contains 40 or more pages of results to be used in local analysis, evaluation, and planning. While the graphic presentations of the results vary, the reports share several commonalities in layout.

- A) The title of the particular report is on the upper left under NCEA IFG: ACRE.
- B) Group profile information is provided at the top of each page, often in the right corner: the designation of a particular group summarized, the School/Parish name and city, its diocesan affiliation, the grade of the students being summarized, the date when students were assessed, and the number of students in the group for which information is reported (All, Catholic, Non-Catholic, Returning).
- C) Graphic presentations of the results occupy the bulk of the page and varies by report type.
- D) Shading keys and information particular to that form is included at the bottom of the page.



■ Accuracy Considerations

As percentages are used to convey findings in most of the report summaries, rounding errors can occur and will be observed; that is, sums will be observed to total to 99 percent or 101 percent, but this is due to the rounding of the percent quantities at different stages in the tallying and analysis process. Also, recall that student grouping information (Catholic or not, time in program, etc.) is captured as self-reported information from individual students when completing the response form/answer sheets so may differ from anticipated distributions. Accuracy of this classification information can only be assured by local assessment administrators, and these reports assume the information when recorded is accurate. Related to this, should any of the student identifying information be omitted by the student, then that student's scores (total, classification, domain and pillar) are not included in reports that are compiled based on that information. As an example, you could find that the total number of students for an "All Students" analysis does not equal the sum of counts shown for the Catholic and non-Catholic tabulations combined.

■ National Summaries

In addition to detailing and summarizing local performance, many of the reports provide results referencing national performance. National summaries offer comparative statistical indices and are computed based on all administrations of the particular NCEA ACRE (2001) or NCEA IFG: ACRE edition (2013) assessments during the previous academic year.

National statistics are computed and reported for a particular grade. If the user assessed students at a non-traditional grade (e.g., giving the Level 3 assessment to grade 10 students), the national statistics shown are for the grade closest to the traditional grade for which national statistics were available. In this illustration, the national statistics shown would be for grade 11 students. When a report shows performance for a specific student category (e.g., Catholic only students), the national statistical summary is computed and shown for all students in that grade for that information category. Annual reports of national summaries are available through the NCEA and CA&L websites.

■ Individual Student Reports

Those programs ordering Individual Student Reports for Part 1 will receive both a Student Summary Listing as well as a separate report for each student. The summary listing may serve as the school/program's file copy. If individual reports are shared with parents or the student, NCEA encourages helping the individual learner or family understand that (a) the main purpose of the NCEA IFG: ACRE instrument is to gather data for assessment of an overall religious education programs, and (b) the report is a snapshot of the cumulative learning up to that point in time. Should parents wish to review the question booklet itself, this is allowed, but only under the supervision of a faculty member or administrator. **Under no condition are assessments to be copied, distributed or disseminated, or used to create instructional material. Security is important to assuring a fair annual assessment locally and national,** especially since booklets and items are re-used.

■ Diocesan Reports

Diocesan educational and catechetical leaders may contact CA&L to request a summary report of the scores from all the Catholic schools and or parishes in their local diocese. Only the individual school or parish receives the detailed reports of student data; the local site may share their results report with the diocese and or NCEA if they choose. To ensure confidentiality, neither NCEA nor the diocese can receive individual parish or school reports directly from CA&L. The first report format lists all of the institutions and the related scores in a layout similar to the summary report for individual students. Subsequent report formats mirror those created for individual parishes or schools, though the group profile is of the average scores from the institutions rather than of the individual students in all of the schools. NCEA Religious Education Department staff members are available for consultation in utilizing assessment results on a diocesan scale.

■ Sample Lines of Inquiry for Interpreting Results

When reviewing the specific assessment results, a number of elements of performance deserve consideration. Take care to only attribute a particular cause for a result when you have other evidence to support it. For instance, a 10 to 15 percent incorrect response rate in Part 1 may be set aside and attributed to individual differences in cognition, especially when the group size is small.

Several lines of questioning are possible and equally important to making meaningful interpretations from the result reports. Samples include:

Proficiency with Key Concepts (use Report Format 1)

- Do different groups of students perform similarly on the item or are unexpected discrepancies observed? Are the incorrect item response profiles similar across the groups?
- Does the ordering of the difficulty of the items align with or confirm your expectations (what did your Alignment review/evaluation show)? If yes, how? If not, why not? Is there a curricular or instructional issue that may need attention?
- When an item is answered incorrectly by a sizable number of students, what does the profile of incorrect responses reveal? Do incorrect respondents move toward a particular incorrect choice, or do they spread out among the incorrect choices? Spread among the response choices signifies the content may not have been taught or effectively taught. When many students center on one incorrect choice, this signals that instruction is needed and the point of misinformation is somewhat identified by the incorrect choice made, but there may have been misinformation passed on to students.
- How high is performance on the easiest items for your students? Is this acceptable? In addition, what are the characteristics and content properties of the most challenging items for your students? Why are students having difficulty with these questions? What does the alignment review suggest? Can you identify a plan to correct deficient areas and information?

Total Group Performance related to Standards Categories (use Report Format 2)

- How did the students fare given the local program goals and expectations? How did the students fare based on NCEA Standards classification? How “at ease” are we about these results? What were our expectations? How similar or different from the NCEA Standards are our expectations?
- Is the performance in each Domain acceptable? Are there areas that seem strong? Are there areas that need improvement?
- Are there large discrepancies found when our local groups are compared? Are the discrepancies understandable? What might explain this?
- How does local performance compare to the estimated national averages shown?
- Given our students and your expectations, is our comparison favorable or of concern? How should our students be performing?
- Is our pattern of performance across Domains similar or are there noticeable differences? Are the differences expected or unexpected given the Domain emphases in our curriculum?
- Do students distribute across the possible Domain score ranges? If some students are learning and appear to have knowledge (scoring high), why don't all or most students perform at this high level?
- Are there some Domain scores that are especially low? What is the coverage in our curriculum in these areas? Is some evaluation needed?
- Is improvement needed for many of our students? Are some students seriously lacking content knowledge? What are the next steps we need to take/consider?

Total Group Performance Related to Four Pillars (use Report Format 3)

Consider questions posed for Report Format 2

- How did our students score across these companion scales? What information can be gleaned based on such a comparison?
- Do the pillar results offer any sharper/clearer insights about student learning or our programs beyond those discovered from analyzing the domain scores?

Frequency Distribution (use Report Format 4)

- Do students distribute across the total score ranges or are they clustered?
- If some students appear to have advanced knowledge (scoring high), what might be directly influencing this?
- Are any scores especially low? Is there anything in our Curriculum Alignment Review that relates to a gap?
- How does local performance compare to the baseline year National percentages shown? Given our students and our expectations, is our comparison favorable or of concern?
- What are the next steps we need to take/consider in determining the learning needs of our students?

Profile of Lived Faith (use Report Format 5)

The affective items note preferred responses among the choice scale without assigning a standardized classification. Be mindful that different sets of items assign different meanings to A, B, C, and D to focus the information gathered from the student.

- How are the responses similar or different from what we expected from the behaviors and attitudes of the students?
- Do all the categories have a similar response profile? If not, are there particular local factors that may have influenced student choices?
- Where do we see positive signs of growth in living as a disciple?
- Are there particular items that cause us concern?
- If there are non-Catholic students within the group, how do the responses in that score subset compare to Catholic students? If there are differences, are the differences expected given the connection of the particular behavior, attitude, or perception to practicing the Catholic faith?

Student Concerns about Problematic Behaviors (use Report Format 6)

Know what the administration proctor instructed students to consider as “school/parish” when making their choices.

- What, if any, behavior do students report seeing happen frequently in our parish/school program?
- What do the results suggest about the magnitude of a particular problematic behavior? Be advised that the magnitude of an issue or problem should not be judged based solely on majority counts; deeper investigation is needed to understand what led to students responding as they did in the assessment to accurately identify possible steps to remedy problematic situations.
- Are there areas where the responses differ from what should be expected or understood, given the students being served? If yes, do these merit attention and call for some course of action by the local program? What means do we have to deal with concerns in a constructive way?
- How do these results compare to those from prior administrations of this assessment? Has anything changed in the learning environment that may have contributed to any differences between this group and the last?

Conclusion

NCEA IFG: ACRE edition instruments and accompanying processes are designed to help Catholic educators and catechetical leaders evaluate local Catholic parish and school programs by gathering evidence of what particular groups of students know about Catholicism and how their lives reflect development as Christian disciples. In addition to the reports provided with student results, NCEA is available for phone consultation as well as to offer workshops and other assistance in using the results to monitor and evaluate local performance. Contact the Religious Education Department with inquiries. Together, under the guidance of the Holy Spirit, may our efforts in catechesis (religious education and faith formation) put people in touch with Jesus Christ and draw them more deeply into communion and intimacy with him.

■ 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, General Questions:

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

NCEA Religious Education Department
1005 N. Glebe Road, Suite 525
Arlington, VA 22201
(800) 711-6232
reled@ncea.org
www.ncea.org

Appendix A: NCEA IFG: ACRE edition Blueprint

Domain 1 – Knowledge of the Faith

Student Objective:

To know and understand basic Catholic teaching about the Incarnate Word Jesus Christ as the way, truth, and life.

Key Concepts

1. Trinity: A community of three persons in one indivisible God and the central mystery of faith.
 - God the Father: our loving Creator.
 - God the Son: Jesus – Savior; Life, Death, and Resurrection; human and divine natures.
 - God the Holy Spirit: God’s sanctifying power in the life of the church.
2. Creed: a summary of the faith.
3. God’s activity in human history:
 - The Bible as the inspired Word of God.
 - Major biblical themes: Old Testament – creation, sin, covenant, exodus, law, prophets, kingdom.
 - Major biblical themes: New Testament – parables, miracles, kingdom of God, beatitudes, paschal mystery, Jesus’ mission, eternal hope.
 - Transmission of revelation: Scripture, Tradition, and magisterium.
4. Church history: central stories, key events, major figures, and saints.

Domain 2 - Liturgical Life

Student Objective:

To know the paschal mystery of Jesus:

- *in the Church’s liturgical life – feasts, seasons, symbols, and practices.*
- *in the sacraments as signs and instruments of grace.*

Key Concepts

1. Liturgical year.
2. Liturgical symbols.
3. The Mass: Nature, Liturgy of the Word, and Liturgy of the Eucharist.
4. Roles in Liturgy.
5. Celebration of Sacraments as signs of grace and encounters with Christ.
6. Sacraments of Initiation: Baptism, Confirmation, and Eucharist.
7. Sacraments of Healing: Penance & Anointing of the Sick.
8. Sacraments at the Service of Communion: Holy Orders and Matrimony.
9. Rite of Christian Initiation of Adults.

Domain 3 - Moral Formation

Student Objectives:

- *To be knowledgeable about the teachings of Jesus and the Church as the basis of Christian morality and to understand Catholic Social Teaching.*
- *To be aware of the importance of a well-formed conscience for decision-making.*

Key Concepts

1. God's plan for Christian life:
 - Two great commandments, Beatitudes and Ten Commandments.
 - Precepts of the Church.
2. Nature and aspects of personal and social sin and virtue.
3. Principles of Catholic Social Teaching: life and dignity of the human person; call to family, community and participation; rights and responsibilities; preferential option for the poor and vulnerable; dignity of work and rights of workers; solidarity; care for God's creation.
4. Conscience, freedom, decision-making, responsibility, the common good, and the courage to act.
5. Morality as based on natural and divine law.
6. Pursuit of a life of holiness.

Domain 4 – Prayer

Student Objective:

To recognize and learn how to engage in Catholic forms of personal and communal prayer and ways of deepening one's spiritual life.

Key Concepts

1. The Lord's Prayer, Hail Mary, Glory be to the Father, meal prayers, sign of the cross, act of contrition, apostles creed.
2. Sacramentals: Rosary, Stations of the Cross, holy water, etc.
3. Devotional practices rooted in different cultures, e.g. novenas, posadas, simbang gabi, quinceañeras.
4. Purpose and forms of prayer such as blessing, petition, intercession, thanksgiving, adoration and praise.
5. Personal prayer and spiritual reflection including vocal prayer, meditation, and contemplative prayer as basic and fruitful practices in the life of the disciple of Jesus.
6. Shared prayer, including family prayer and prayer with small communities of faith.

Domain 5 – Communal Life

Student Objective:

- *To know the origin, mission, structure, and communal nature of the Church.*
- *To know the rights and responsibilities of the Christian faithful.*

Key Concepts

1. Marks of the Church (one, holy, catholic, and apostolic).
2. Mary as model of the Church.
3. Church: People of God, Body of Christ, communion of saints.
4. Leadership of the Church: order and charisms.
5. The teaching role of the magisterium.
6. Ecumenism: the pursuit of unity among Christian churches.
7. The mission of the Church, and the rights and responsibilities of the Christian faithful.
8. Church as a communion: universal, diocesan, parish, domestic church (family), Christian communities, and ecclesial movements.
9. Theological virtues: God's gifts of faith, hope and love; development of character; Christian habits; Cardinal virtues: prudence, fortitude, temperance and justice.

Domain 6 – Missionary Spirit

Student Objectives:

- *To recognize the centrality of evangelization as the Church's mission and identity embodied in vocation and service.*
- *To be aware of how cultures are transformed by the Gospel.*

Key Concepts

1. Evangelization, including the new evangelization.
2. Commitment to discipleship.
3. Baptismal/vocational call as lay, ordained, or religious.
4. Responsibility to those in need, promoting the common good, and working for the transformation of society through personal and social action.

Categories of Affective Statements

- Relationship with Jesus
- Images of God
- Catholic Identity
- Morality
- Relationships with Others
- Perceptions About Your School/Parish Program
- Perceptions About Your School/Parish Program: Students' Concerns

Appendix B: Vocabulary and Historical Figures in NCEA IFG: ACRE Edition (2013)

The NCEA IFG: ACRE edition presumes students are familiar with a core vocabulary as a result of their faith formation. The following lists of terms support the key concepts addressed in each of the three levels of the tool. Names of significant people and places in the Bible and Church history that are included in assessment items are provided separately from the terms to aid in teaching. The listings by level are cumulative, that is, advanced levels assume knowledge of terms from earlier levels.

Students involved in Catholic faith formation either through Catholic schools or parish-based religious education programs should be learning the following terms and their meaning as part of building Catholic literacy. Teacher/catechists familiarity with where and when these terms are addressed in the local religious education program along with the concepts they represent supports gradual acquisition and use of essential Catholic terminology.

■ Vocabulary Terms

Level One

Act of Contrition	Discrimination	Initiation	Pastor
Acts of Mercy	Divine	Judge	Priest
Advent	Easter	Laity	Promised Land
All Saints (Feast)	Holy Orders	Last Supper	Prophets
All Souls Day	Ecumenical/Ecumenism	Lent	Psalm
Anointing	Epistle	Liturgical Season	Purgatory
Apostles' Creed	Eucharist(ic)	Liturgy	Reconciliation
Baptism	Evangelization	Lord	Redeemer
Beatitudes	Excommunication	Love	Redemption
Bible	Exodus	Magisterium	Religious Life
Bishop	Faith	Mass	Roman Catholic
Cardinal	Fasting	Matrimony	Rosary
Catholic	Forgiveness	Memorare	Sacred
Christian	General Intercessions	Missal	Sacrament
Christmas	Gifts of the Holy Spirit	Mortal Sin	Sacrament of Penance
Church	God	Mystery	Sacrifice
Commandment	Good Friday	New Testament	Saint
Communion	Gospels	Old Testament	Salvation
Communion of Saints	Grace	Original Sin	Samaritan
Confess	Hail Mary	Our Father	Sanctifying Grace
Confession	Heaven	Parish	Savior
Confirmation	Hell	Paschal Mystery	Sermon on the Mount
Conscience	Hierarchy	Pastor	Sin
Contrition	Holy	Pentecost	Ten Commandments
Covenant	Holy Communion	Pope	Thanksgiving
Creator	Holy Days of Obligation	Prayer	Trinity
Creed	Holy Trinity	Prayer of the Faithful	Venial Sin
Cross	Hope	Stations of the Cross	Virtue
Deacon	Immaculate Conception	Sunday	Vocation
Diocese	Incarnation	Tabernacle	Volunteer

Level Two

Abortion	Conversion	Missionary	Rite of Christian Initiation of
Abraham	Crusades	Moral	Adults
Acts of the Apostles	Disciples	Parable	Scripture(s)
Adultery	Emperor	Peacemakers	Sexual Intercourse
Altar	Euthanasia	Preach	Spirituality
Ascension	Final Judgment	Presentation	Sister (Religious)
Assumption	Homily	Presentation of Jesus in the	Stewardship
Blasphemy	Inspiration	Temple	Temple
Brother (Religious)	Kingdom	Procreation	Tithing
Capital Punishment	Lector	Prophecies	Tradition
Catholic Social Teaching	Liturgical Year	Protestant	Vatican II
Church Council	Liturgy of the Word	Resurrection	Virginity
Church Fathers	Miracle	Revelation	
Consecration	Mission	Rite	

Level Three

Adoration	Dark Ages	Kingdom of God	Racial Discrimination
Annulment	Evangelists	Monasticism	Real Presence
Catechumen	Genesis	Pastoral Letter	Reformation
Catechumenate	Grace (Sanctifying)	Precepts of the Church	Veneration
Commemoration	Indulgence	Preferential Option for the	
Community of Faith	Inquisition	Poor	

■ Biblical and Historical Names**Level One**

Elizabeth, cousin of Mary
 God, the Father
 God, the Son
 God, the Holy Spirit
 Israelites
 Jericho
 Jerusalem
 Jesus
 John
 Luke
 Mark
 Mary, Mother of God
 Matthew
 Moses
 Noah
 Our Lady of Guadalupe
 Paul
 Pharisees
 Pope John Paul II
 Prodigal Son
 St. Peter
 Theresa, the Little Flower
 Yahweh

Level Two

Abraham
 David
 Joshua
 Roman Empire
 St. Elizabeth Seton
 St. Isaac Joques
 St. John Bosco
 St. Katherine Drexel
 Solomon

Level Three

Henry VIII
 Holy Family: Jesus, Mary, Joseph
 John Calvin
 John Knox
 John the Baptist
 Lazarus
 Martin Luther
 Pope John XXIII

Report Descriptions by Format

■ STANDARD REPORT

Format 1: Part 1 Faith Knowledge Item Summary by Domain

Cognitive knowledge items in Part 1 grouped by domain (knowledge of the faith, liturgical life, moral formation, prayer, communal life, missionary spirit) and presented in order of difficulty from easiest to hardest. Graphic presentations of the data for each item includes percentages of students choosing each response option and a bar graph comparing the percentage of students choosing the correct response grouped by 1) all students combined, 2) Catholic students only, 3) non-Catholic students, and 4) returning students who have been in the local program for two (2) years or longer. Well suited to targeting high points and areas for concern in the particular concepts students report knowing.

Format 2: Part 1 Total Score, Standards Classification and Domain

Cognitive knowledge items in Part 1 presented at the “score” level, that is, for local and national averages and performance classifications (needs improvement, proficient, advanced) for the total assessment and for each of the six domains. The perspective one needs to have with such results becomes more global and holistic. One related consideration: for the most part 6 to 17 items comprise the measurement in each domain. The fewer the number of items the less stable the assessment can be between groups. Be careful not to “over interpret” comparative results in such situations. Well suited to getting a general sense of a group’s overall religious knowledge.

Format 3: Part 1 Score Summary by the Four Pillars of the Catechism of the Catholic Church (CCC)

Cognitive knowledge items in Part 1 presented as the average number correct for each the four pillars of the CCC (Profession of Faith, The Celebration of the Christian Mystery, Life in Christ, Christian Prayer). National, parish, and school averages are presented, though no performance standards are available for this organization of the items. Especially helpful in localities with curriculum guidelines or standards mapped to the CCC.

Format 4: Part 1 Faith Knowledge Score Frequency Distributions

Frequency tables of Part 1 total scores attained by students for each of the four student reporting groups (all, Catholic, non-Catholic, and returning students). For the group presented, each table shows the individual scores that define each NCEA performance category (Advanced, Proficient, Needs Improvement) for the assessment, the number of students attaining a particular score (Number), and the percentage of local students attaining a specific score (Freq%). The bottom two rows of each table report the percent of local and national students found in the particular category for that group at the grade assessed. Provides more detail about the knowledge profile of the learners in a particular group.

Format 5: Affective Statements by Student Information Category

Affective statements grouped and displayed in six (6) reporting categories: Relationship with Jesus, Images of God, Catholic Identity, Morality, Perceptions about Your School/Parish Program, and Relationships with Others. The report for each reporting category presents the affective statement as it actually appears in the student booklet, and further identifies the statement by its item number in the 2013 edition. Statements are listed within a category in the numerical order they occur in the assessment booklet. Graphic presentations of the data for each statement includes percentages of students choosing each response option and a bar graph comparing the percentage of students choosing the preferred response grouped by 1) all students combined, 2) Catholic students only, 3) non-Catholic students, and 4) returning students who have been in the local program for two (2) years or longer. Offers glimpse into the daily lives of students related to faith and key factors influencing faith development.

Format 6: Affective Statements by Student Information Category - Student Concerns

Affective items presented in a list of problematic behaviors and the percentages of students that reported the behavior as not a problem, a minor problem, or a big problem. The list order is presented from the item reported as most problematic to the least. Provides hints at students' experiences of the learning environment.

■ OPTIONAL REPORTS

Only provided when requested at the time materials are ordered for a particular administration.

Format 7: Local Assessment Report

Results for any locally constructed items added to a particular administration. The information provided is similar to Format 1 in that it presents each item and the frequency each response option was chosen as well as the percentage of students choosing the correct response grouped by All Students, Catholic Students, Non-Catholic Students, and Returning Students

Format 8: Student Report Summary – Part 1 Faith Knowledge – available at added cost

Listing of names of all students in the assessment group with each student's total percentage of correct answers, the performance classification (needs improvement, proficient, advanced), the percentage of correct items in each of the six domains, and the percentage correct items in each of the four pillars of the CCC. Also includes a chart summarizing the local, national, parish, and school group averages of the total percent correct. A sheet for each individual student follows showing an overall performance summary on faith knowledge (number and percent of items correct; performance classification; school/ program average percent correct, national average percent correct, parish national average percent correct, school national average percent correct) and a detailed performance summary reported for each of the six content domains and the four pillars of the CCC (number items correct; student's percent correct; school/ program average percent correct, national average percent correct, parish national average percent correct, school national average percent correct).

Appendix D: Illustration Using Report Format 1

Names and scores in report are for illustration purposes only and do not reflect an actual site or scores.

Report Title: **Part 1 Faith Knowledge Items by Domains**

Purpose: Show group performance on each Part 1 item, organized and presented in the six cognitive content domains assessed.

Results Displayed:

- Percentage of students choosing each response option in the item;
- Percentage of students choosing the correct response, presented All students, Catholic students, Non-Catholic students, and Returning Students (in program 2 or more years continuously)
- To facilitate use and interpretation, the items are presented in order from the easiest to the most difficult item within each domain listing.

Illustration of information available with reference to the sample report:

- A) In December 2013, 74 students in Grade 12 at Our Lady Parish in the Diocese of Kansas City completed the student questionnaire. In this group 69 are Catholic, 4 are non-Catholic, and 71 of the students have attended the program for two years or longer. Note that 1 student did not identify self as Catholic or non-Catholic.
- B) The easiest item in this domain was item #27, followed by 50, then 26, 15, and so on
- C) Referring to Item #1 in the illustration, 82% of all examinees responded correctly (response choice C) whereas 83% of the returning students answered this question correct. The most common incorrect response made to this question by students in any group was response choice B.
- D) The percent of all students that chose the correct response for Item #27 is 92%. Use the information available in A to calculate the number of students represented by the percentage, i.e. $74 \text{ students} \times 0.92 = 68$ students chose the correct response for Item #27. 93 % of returning students, which calculates to 66 out of the 71 students who have attended the program for two years or more, chose the correct response.

Possible uses for this format: comparing to the results of curriculum alignment review to identify any unexpected areas of strength or weakness; also helpful in identifying any concept where a large number of students chose a particular incorrect response which indicates a potential issues in comprehension or teaching.

Sample Report Format 1

Names and scores in report are for illustration purposes only and do not reflect an actual site or scores.

NCEA IFG: ACRE

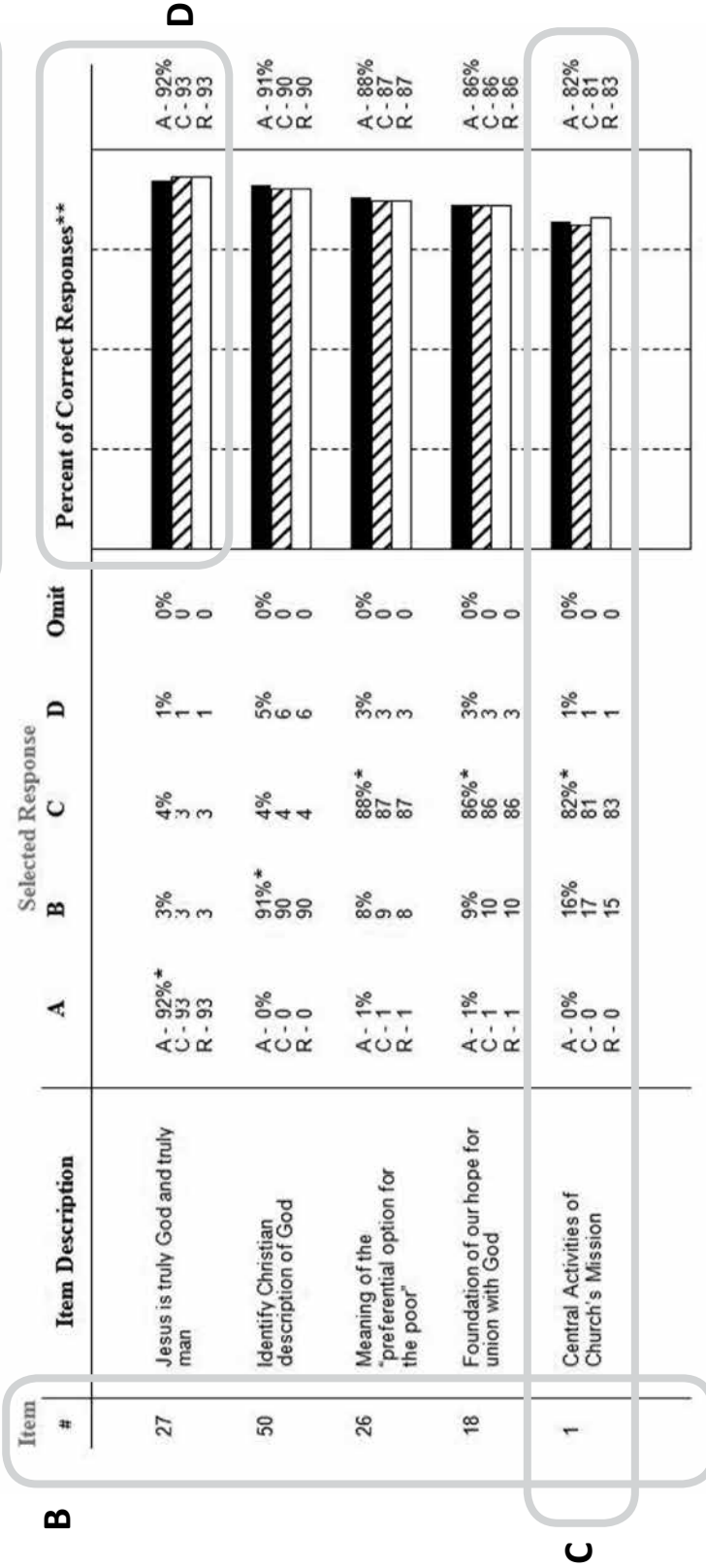
PART I FAITH KNOWLEDGE ITEMS BY DOMAINS

DOMAIN 1: KNOWLEDGE OF THE FAITH

A

School/Parish: OUR LADY PARISH
 City: KANSAS CITY
 Diocese: KANSAS CITY, KS
 Date of Assessment: DEC. 2013
 Grade: 12

Total Students: 74
 Catholic Students: 69
 Non Catholic Students: 4
 Returning Students: 71



A - All students
N - Non Catholic students only
C - Catholic students only
R - Returning students (attended the school/parish program for 2 years or more)

* Note: Within each domain, items are ordered from strongest to poorest performance for our Catholic students. The correct answer is marked by an asterisk.
 ** When there are fewer than 5 students in a category, no summary is reported for that group.

Appendix E: Illustration Using Report Format 2

Names and scores in report are for illustration purposes only and do not reflect an actual site or scores.

Report Title: **Part 1 Total Score, Standards Classification and Domain Summary**

Purpose: Show group performance on Part 1 as a group average as well as by percentages of respondents scoring in each of three performance standards categories for cognitive content.

Results Displayed:

- Total assessment score as the number of items correct, presented by group averages and percentage of students scoring in each of the three performance standards classification;
- Average number and percentage of items answered correctly in each domain;
- Local group average, national average, national average of students from parish programs, and national average of students from Catholic schools are presented for comparison;
- Distinct reports are presented for All Students, Catholic Students, Non-Catholic Students, and Returning Students

Illustration of information available with reference to the sample report:

- A) In December 2013, 74 students in Grade 12 at Our Lady Parish in Kansas City completed the student questionnaire.
- B) The results are for all 74 students.
- C) The average score - percent of correct responses - of the whole group is 71.8%. Within the group, 17.6% scored in the Advanced category (≥ 57 Items correct), 58.1% scored in the Proficient category (42 to 56 Items correct), and 24.3% scored in the Needs Improvement category (≤ 41 items correct). The average score for all students completing Level 3 across the whole country – Natl. Avg – is 70.8%; 19.3% scored in the Advanced category, 50.0% scored in the Proficient category, and 30.7% scored in the Needs Improvement category. The national average score for students in parishes only – Parish Natl. Avg. - is 60.6%; 11.5% scored in the Advanced category, 35.0% scored in the Proficient category, and 53.5% scored in the Needs Improvement category.
- D) Within the cognitive content domain of Moral Formation, the group average score is 5.6 items correct out of 7 items in this domain or 80%. The national average score for items in this domain is 5.3 items correct out of 7 or 76%. The parish only national average score for items in this domain is 4.7 items correct out of 7 or 67%.

Possible use for this format: an “executive summary” of a group’s scores that captures the overall view of student performance on Part 1 cognitive items as a whole as well as within each of the six content domains.

Sample Report Format 2

Names and scores in report are for illustration purposes only and do not reflect an actual site or scores.

NCEA IFG: ACRE

All Students

B



PART I TOTAL SCORE, STANDARDS CLASSIFICATION AND DOMAIN SUMMARY

SCHOOL/PARISH: OUR LADY PARISH
 DIOCESE: KANSAS CITY, KS
 NO. OF STUDENTS: 74

GRADE: 12
 DATE OF ASSESSMENT: DEC 2013

A

TOTAL ASSESSMENT	AVERAGE	CLASSIFICATION	PERCENTAGE OF STUDENTS
Part I: Faith Knowledge # Items: 63	Group Avg: 71.8%	Advanced	17.8%
	Nat'l Avg*: 70.8%	Proficient	24.3%
	Parish Nat'l Avg*: 60.6%	Needs Improvement	58.1%
	School Nat'l Avg*: 70.4%	Needs Improvement	19.3%
		Advanced	30.7%
		Proficient	11.8%
		Needs Improvement	53.5%
		Advanced	35.0%
		Proficient	50.0%
		Needs Improvement	11.8%
		Advanced	31.0%
		Proficient	50.2%
		Needs Improvement	17.8%

C

DOMAIN	AVERAGE	
1. Knowledge of the Faith	Group Average: 6.6/8 = 83%	Parish Nat'l Avg*: 5.4/8 = 68%
	Nat'l Avg*: 6.3/8 = 79%	School Nat'l Avg*: 6.3/8 = 79%
2. Liturgical Life	Group Average: 6.7/8 = 84%	Parish Nat'l Avg*: 5.8/8 = 73%
	Nat'l Avg*: 6.5/8 = 81%	School Nat'l Avg*: 6.5/8 = 81%
3. Moral Formation	Group Average: 5.6/7 = 80%	Parish Nat'l Avg*: 4.7/7 = 67%
	Nat'l Avg*: 5.3/7 = 76%	School Nat'l Avg*: 5.3/7 = 76%
4. Prayer	Group Average: 4.5/8 = 56%	Parish Nat'l Avg*: 3.9/8 = 49%
	Nat'l Avg*: 4.9/8 = 61%	School Nat'l Avg*: 4.9/8 = 61%
5. Communal Life	Group Average: 6.6/10 = 66%	Parish Nat'l Avg*: 5.8/10 = 58%
	Nat'l Avg*: 6.4/10 = 64%	School Nat'l Avg*: 6.4/10 = 64%
6. Missionary Spirit	Group Average: 4.9/8 = 61%	Parish Nat'l Avg*: 4.1/8 = 51%
	Nat'l Avg*: 4.9/8 = 61%	School Nat'l Avg*: 4.9/8 = 61%

D

* The national statistic is the average performance between the school years 2001-02 and 2002-03.

Appendix F: Illustration Using Report Format 3

Names and scores in report are for illustration purposes only and do not reflect an actual site or scores.

Report Title: Part 1 Score Summary by the Four Pillars of the Catechism of the Catholic Church

Purpose: Show group performance on Part 1 cognitive domain as a group average as well as by percentages of correct responses on items that pertain to each of the four pillars of the CCC.

Results Displayed:

- Average number and percentage of items answered correctly in each pillar; NOTE: the percentage of items correct does not reflect any national standardized norms. The divisions in the bar graphs reflect one-third of the number of items related to that particular pillar.
- National averages of items answered correctly for all, parish only, and Catholic school only students.
- Distinct reports are presented for All Students, Catholic Students, Non-Catholic Students, and Returning Students

Illustration of information available with reference to the sample report:

- A) In December 2013, 74 students in Grade 12 at Our Lady Parish in the Diocese of Kansas City completed the student questionnaire.
- B) The report reflects the responses of all 74 students.
- C) Among the cognitive items related to CCC Pillar IV: Christian Prayer, the group average score is 4.62 items correct out of 6 possible or 77%. The national average score for items in this pillar is 4.26 items correct out of 6 possible or 71%. The parish only national average score for items in this domain is 3.78 items correct out of 6 possible or 67%. The Catholic school only national average score for items in this domain is 4.2 items correct out of 6 possible or 70%.
- D) One (1) student or 1.4% of the group chose zero to two correct responses among the items related to Pillar IV; sixteen (16) students or 21.6% of the group chose three to four correct responses; fifty-seven (57) students or 77% of the group chose five to six correct responses.

Possible use for this format: describing local outcomes to the parish/school community when the local or diocesan curriculum uses the four pillars of the CCC to outline learning expectations.

Sample Report Format 3

Names and scores in report are for illustration purposes only and do not reflect an actual site or scores.

NCEA IFG: ACRE

All Students

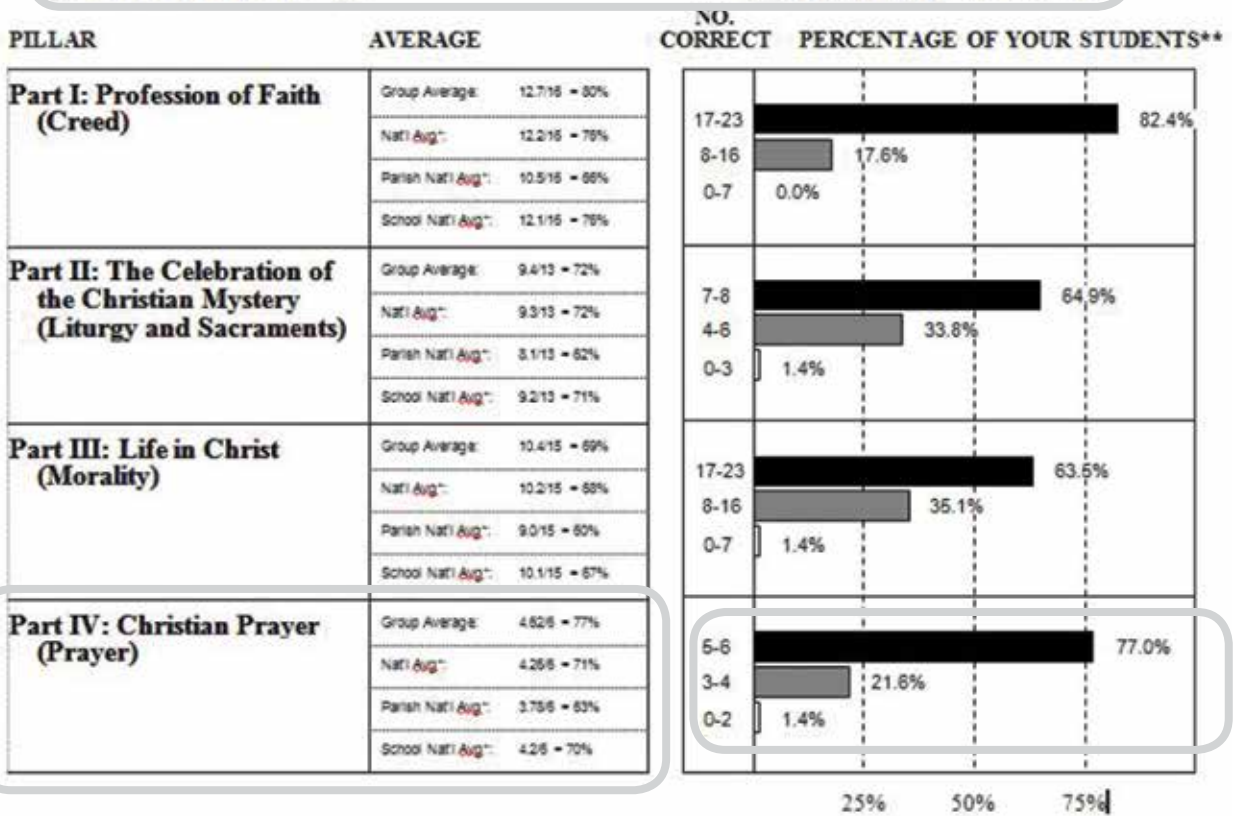
B



PART I SCORE SUMMARY BY THE FOUR PILLARS OF THE CATECHISM OF THE CATHOLIC CHURCH

SCHOOL/PARISH: OUR LADY PARISH	GRADE: 12
DIOCESE: KANSAS CITY, KS	DATE OF ASSESSMENT: DEC 2013
NO. OF STUDENTS: 74	

A



C

D

* The national statistic is the average performance between the school years 2001-02 and 2002-03.
 ** The percentage of your students scoring in the identified "number correct" range.

Appendix G: Illustration Using Report Format 4

Names and scores in report are for illustration purposes only and do not reflect an actual site or scores.

Report Title: **Part 1 Faith Knowledge Score Frequency Distributions**

Purpose: Provide more detail about the cognitive knowledge profile of the learners in a particular group by showing how many individual students achieved each possible total number of correct responses to all the cognitive items possible in Part 1.

Results Displayed:

- Each table shows the frequency that a particular score was attained by individual students. The score reflects the total number of correct responses chosen for Part 1 items. The total scores possible are further divided into the three NCEA performance standards categories: Advanced, Proficient, Needs Improvement.
- The bottom two rows of each table report the percent of local and national students found in the particular category for that group at the grade assessed. Provides more detail about the knowledge profile of the learners in a particular group.
- Separate tables are provided for all students, Catholic students, non-Catholic students, and returning students.

Illustration of information available with reference to the sample report:

- A) In December 2013, 74 students in Grade 12 at Our Lady Parish in the Diocese of Kansas City completed the student questionnaire. One (1) student did not indicate whether or not he or she was Catholic. Most, 71, indicated they are returning students.
- B) Specific scores attained by returning students (those who have participated in the local program two years or more):
- Advanced category: 5 students or 7.0% the students in this demographic group chose 57 correct responses; 8 students total attained scores within this category.
 - Proficient category: 7 students or 9.9% of the students in this demographic group chose 45 correct responses; 43 students total attained scores within this category.
 - Needs Improvement category: 3 students or 4.2% of the students in this demographic group chose less than 28 correct responses; 20 students total attained scores within this category.
- C) Twenty-one (21) students scored within the Needs Improvement category. The resulting local percentage of all students scoring within this category is 28.3, which is less than the national percentage of 33.4% of all students completing the assessment.

Possible use for this format: Comparing results from year to year to see if and how the frequency distribution student scores changes over time. It is important to note any unique characteristics or situations that may impact the scores of a particular group of learners – such as a large number of students who have been in the program less than two years – to identify significant factors other than a program element that may be influencing scores. May also be critical for making meaning from the results when the student population is highly transient or where a large number of students are non-Catholic.

Sample Report Format 4

Names and scores in report are for illustration purposes only and do not reflect an actual site or scores.

NCEA IFG: ACRE

PART I FAITH KNOWLEDGE SCORE FREQUENCY DISTRIBUTIONS

School/Parish: OUR LADY PARISH
City: KANSAS CITY
Diocese: KANSAS CITY, KS
Date of Assessment: DEC 2013
Grade: 12

Total Students: 74
 Non Catholic Students: 4
 Catholic Students: 69
 Returning Students: 71

A

All Students

Advanced		Proficient		Needs Improvement		
Score	Freq %	Score	Freq %	Score	Freq %	
63	0.0	56	1.4	41	3	4.1
62	0.0	55	4	40	2	2.7
61	1.4	54	4.1	39	2	2.7
60	0.0	53	2.7	38	2	2.7
59	1.4	52	4.1	37	1	1.4
58	1.4	51	2.7	36	1	1.4
57	6.8	50	2	35	1	1.4
		49	4.1	34	0	0.0
		48	3	33	2	2.7
		47	1	32	2	2.7
		46	3	31	0	0.0
		45	0	30	1	1.4
		44	7	29	0	0.0
		43	7	28	1	1.4
		42	3	<28	3	4.1
Local % Adv.	10.8	Local % Prof.	60.8	Local % NI	28.3	
Natl % Adv.	13.5	Natl % Prof.	53.1	Natl % NI	33.4	

Catholic Students

Advanced		Proficient		Needs Improvement		
Score	Freq %	Score	Freq %	Score	Freq %	
63	0.0	56	1.4	41	3	4.3
62	0.0	55	4	40	2	2.9
61	1.4	54	3	39	2	2.9
60	0.0	53	3	38	1	1.4
59	1.4	52	2	37	1	1.4
58	0.0	51	2	36	1	1.4
57	7.2	50	2	35	1	1.4
		49	3	34	0	0.0
		48	2	33	2	2.9
		47	1	32	2	2.9
		46	3	31	0	0.0
		45	0	30	1	1.4
		44	7	29	0	0.0
		43	6	28	1	1.4
		42	3	<28	3	4.3
Local % Adv.	10.1	Local % Prof.	60.9	Local % NI	29.0	
Natl % Adv.	13.4	Natl % Prof.	54.1	Natl % NI	32.5	

Non Catholic Students

Advanced		Proficient		Needs Improvement		
Score	Freq %	Score	Freq %	Score	Freq %	
63	0.0	56	3	41	3	4.2
62	0.0	55	2	40	2	2.8
61	1.4	54	2.8	39	2	2.8
60	0.0	53	2.8	38	1	1.4
59	1.4	52	2.8	37	1	1.4
58	1.4	51	3	36	1	1.4
57	7.0	50	3	35	1	1.4
		49	1	34	0	0.0
		48	3	33	2	2.8
		47	0	32	2	2.8
		46	6	31	0	0.0
		45	7	30	1	1.4
		44	2	29	0	0.0
		43	3	28	1	1.4
		42	2	<28	3	4.2
Local % Adv.	11.2	Local % Prof.	60.5	Local % NI	28.1	
Natl % Adv.	12.4	Natl % Prof.	53.3	Natl % NI	34.3	

Because fewer than six (6) students were in this category, no results are being shown.

Score = scores possible; Number = number of students attaining a score; Freq % = percentage of students attaining that score

C

B

Returning Students

Advanced		Proficient		Needs Improvement		
Score	Freq %	Score	Freq %	Score	Freq %	
63	0.0	56	3	41	3	4.2
62	0.0	55	2	40	2	2.8
61	1.4	54	2.8	39	2	2.8
60	0.0	53	2.8	38	1	1.4
59	1.4	52	2.8	37	1	1.4
58	1.4	51	3	36	1	1.4
57	7.0	50	3	35	1	1.4
		49	1	34	0	0.0
		48	3	33	2	2.8
		47	0	32	2	2.8
		46	6	31	0	0.0
		45	7	30	1	1.4
		44	2	29	0	0.0
		43	3	28	1	1.4
		42	2	<28	3	4.2
Local % Adv.	11.2	Local % Prof.	60.5	Local % NI	28.1	
Natl % Adv.	12.4	Natl % Prof.	53.3	Natl % NI	34.3	

Appendix H: Illustration Using Report Format 5

Names and scores in report are for illustration purposes only and do not reflect an actual site or scores.

Report Title: **Affective Statements by Student Information Category**

Purpose: Show student attitudes, beliefs, perceptions, and faith practices through their responses to a group of the affective items in Part 2.

Results Displayed:

- Items are grouped by the six reporting categories of Relationship with Jesus, Images of God, Catholic Identity, Morality, Relationships with Others, and Perceptions about Your School/Parish Program.
- Three different response scales are used for groups of the items based on the nature of the affective statements:
 - Items 1 to 32: Strongly agree, Agree, Disagree, Strongly Disagree
 - Items 33 to 43: Often, Sometimes, Rarely, Never
 - Item 44: Weekly, Regularly, Holidays, Rarely/Never
- The percentage of students that did not respond to an item is indicated as "Omit"
- The percentage of students choosing each response option is provided for the demographic categories of All Students, Catholic Students, Non-Catholic Students, and Returning Students. The preferred responses – the ones that reflect Catholic belief and practice – are indicated by an asterisk.
- Bar graphs show the percentage of students choosing the preferred responses to a particular statement. Total percentages are provided for the demographic categories of All Students, Catholic Students, Non-Catholic Students, and Returning Students.
- No national averages or standards categories are offered for comparison.

Illustration of information available with reference to the sample report:

- A) In December 2013, 74 students in Grade 12 at Our Lady Parish in the Diocese of Kansas City completed Part 2 of the student questionnaire. Demographically, 69 indicated they are Catholic, 4 indicated they are Non-Catholic, and 1 student did not respond to this question; 71 students indicated they have attended the local program for 2 years or more.
- B) The reporting category is Relationship with Jesus

In responding to Part 2 Item #7 "I would like to learn more about how to get closer to God:"

- C) 55% of the group indicated they strongly agreed with the statement. Use the information available in A to calculate the number of students represented by the percentage, i.e. $74 \text{ students} \times 0.55 = 41 \text{ students}$.
- D) 98% of all students chose the preferred responses of Strong Agree or Agree; 98% of Catholic students and 99% of students who have been in the program for 2 years or more choose the preferred responses. There is an insufficient number of Non-Catholic students to provide an aggregate profile and maintain individual confidentiality.

Possible use for this format: getting insight into how the faith knowledge is reflected in the habits and thinking of students as well as the home environment in which faith is being formed.

Sample Report Format 5

Names and scores in report are for illustration purposes only and do not reflect an actual site or scores.

NCEA IFG: ACRE

School/Parish: OUR LADY PARISH
City: KANSAS CITY
Diocese: KANSAS CITY, KS
Date of Assessment: DEC 2013
Grade: 12

Total Students: 74 Non Catholic Students: 4
 Catholic Students: 69 Returning Students: 71

AFFECTIVE STATEMENTS BY STUDENT INFORMATION CATEGORY

REPORTING CATEGORY: RELATIONSHIP WITH JESUS

##	Statement	A	B	C	D***	Omit	Percent of Preferred Responses**
2	I believe that Jesus rose from the dead to bring salvation to me and to the world.	A - 57%* C - 55 R - 56	42%* 43 42	1% 1 1	0% 0 0	0% 0 0	A - 99% C - 98 R - 98
4	I have a personal relationship with Jesus Christ.	A - 30%* C - 29 R - 28	57%* 57 58	14% 14 14	0% 0 0	0% 0 0	A - 87% C - 86 R - 86
7	I would like to learn how to get closer to God.	A - 55%* C - 55 R - 55	43%* 43 44	1% 1 1	0% 0 0	0% 0 0	A - 98% C - 98 R - 99
15	I believe in the Real Presence of Christ in the Eucharist.	A - 26%* C - 26 R - 24	51%* 51 52	23% 23 24	0% 0 0	0% 0 0	A - 77% C - 77 R - 76

*** Response scale corresponding to A, B, C, D:
 Items 1 to 32: Strongly agree, Agree, Disagree, Strongly Disagree
 Items 33 to 43: Often, Sometimes, Rarely, Never
 Item 44: Weekly, Regularly, Holidays, Rarely/Never

A - All students
 N - Non Catholic students only
 C - Catholic Students only
 R - Returning students (Attended the school/parish program for 2 years or more)

...Note: For each Reporting Category, statements are numbered and ordered as they occur in the booklet. Preferred responses are marked by an asterisk.
 ** When there are fewer than 6 students in a category, no summary is reported for that group.

Appendix I: Illustration Using Report Format 6

Names and scores in report are for illustration purposes only and do not reflect an actual site or scores.

Report Title: **Affective Statements by Student Information Category**

Reporting Category: Student Concerns

Purpose: Offer data about students' perceptions of the degree to which problematic behaviors are occurring within the program's learning environment.

Results Displayed:

- Affective items presented as a list of problematic behaviors and the percentages of students that reported the behavior as not a problem, a minor problem, or a big problem.
- The list order is presented from the item reported as most problematic to the least.

Illustration of information available with reference to the sample report:

- A) In December 2013, 74 students in Grade 12 at Our Lady Parish in the Diocese of Kansas City completed Part 2 of the student questionnaire. The report reflects the responses of all 74 students.
- B) The frequency the behavior statements were indicated as happening in order from most to least problematic are Cursing, blasphemy, swearing; Teasing, bullying, name-calling; Cheating, lack of honesty; Alcohol; Racism; Drugs; Fighting; Personal safety.
- C) Cursing, blasphemy, and swearing (Item #46) was most frequently indicated as a problem they see happening in the parish religious education program with a total of 86% of the group identifying the behavior as problematic: 43% of the group indicated that the extent to which they see cursing, blasphemy, and swearing happening in the program is what they consider as a "big problem," 43% indicated the extent it is happening to be "minor problem," and 12% indicated cursing, blasphemy, and swearing is "not a problem." Use information available in A to calculate the number of students represented by a percentage, e.g $74 \text{ students} \times 0.43 = 32 \text{ students}$ indicated they saw a big problem.
- D) The percentage of students indicating the extent to which they see fighting happening in the parish religious education program was 65% "not a problem," 27% a "minor problem," 7% a "big problem" and 1% of the students did not respond to this statement.

Possible use for this format: gauging students' perception of their learning environment and potential issues to be addressed; student council discussion of the results to bring greater insight into students' responses and possible actions that can be taken to address any big problems.

Sample Report Format 6

Names and scores in report are for illustration purposes only and do not reflect an actual site or scores.

NCEA IFG: ACRE

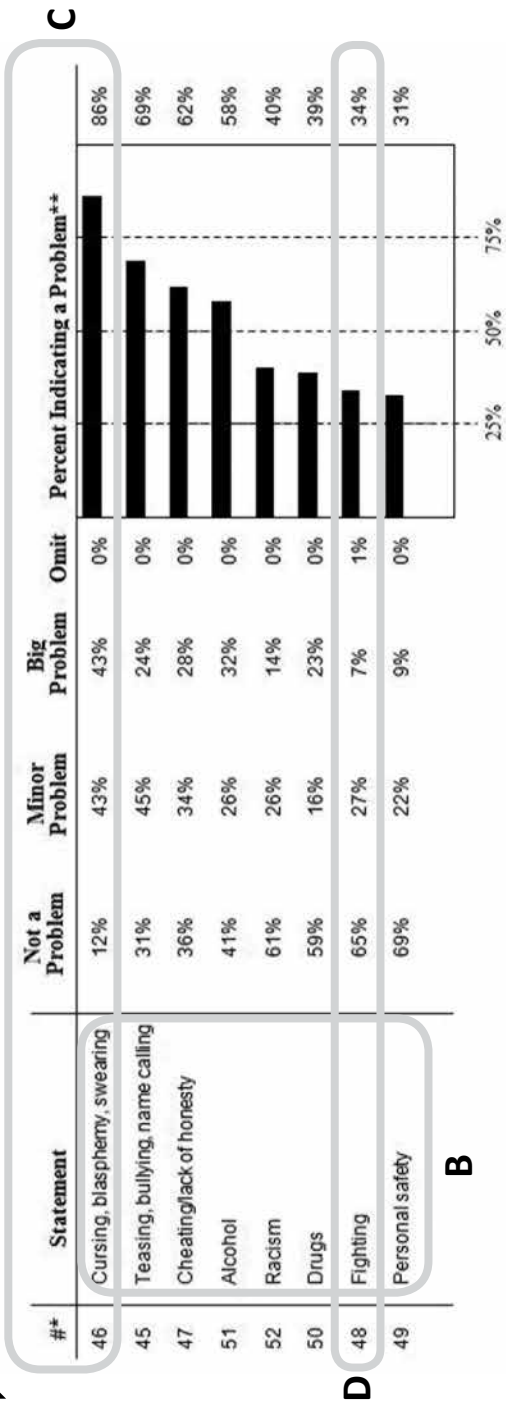
AFFECTIVE STATEMENTS BY STUDENT INFORMATION CATEGORY

REPORTING CATEGORY: STUDENTS' CONCERNS

A

School/Parish: INSTITUTION
 City: KANSAS CITY
 Diocese: KANSAS CITY, KS
 Date of Assessment: DEC 2013
 Grade: 12

Total Students: 74
 Catholic Students: 69
 Non Catholic Students: 4
 Returning Students: 71



* The statements are numbered as they occur in the booklet, but are listed from greatest to least problem areas.

** For the Students' Concerns Category, responses are tallied and reported for all students only (no disaggregation). Percent shown is the combined (Minor + Big) values



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