



READING AND INTERPRETING YOUR NCEA ACRE REPORTS

The Archdiocese of Cincinnati has completed its fifth year of full administration of NCEA ACRE in schools and parishes. The purpose of using this assessment is to achieve the best religious education possible. In order to use the reports generated from the administration of NCEA ACRE a parish or school must read and interpret its report and create a plan of action to address concerns. Below are some ideas to help you do that.

WHAT YOU WILL NEED TO READ YOUR REPORTS:

- Your School/Parish Report(s)
- Archdiocesan Averages Report(s)
- Adjusted National Averages from CAL received with reports or from the Archdiocese
- Your NCEA ACRE Alignment Review Worksheet(s)
- NCEA ACRE Interpretation Manual
- NCEA ACRE Question Booklet(s) for the level(s) in which your parish or school participated.

BEFORE YOU START:

Read pp. 1 - 26 in the Interpretation Manual for general background information. See pp. 6 - 15 for Part I - Faith Knowledge and pp. 16 - 19 for Part II - Affective Assessment information.

READING AND INTERPRETING YOUR REPORT:

Your School/Parish Summary Report - All Students (See p. 32 in the Interpretation Manual for an example.)

1. Review your Total Assessment, Part I Faith Knowledge Report to identify strengths and areas of concern. Review your Group Average found at the top of the page beside Part I - Faith Knowledge. Just below this you will find the National Average which is a combination of school and parish average scores for Part I and individual domains. For the Separated National Averages for Schools and Parishes go to the packet from CAL sent with your reports. Also, compare your average to the same page in the Archdiocese Summary Report if that would be helpful.
2. Review the Classification Percentage of your group average and see if it falls in Advanced(87% or 88% correct), Proficient(64% or 65% correct) or Needs Improvement (Less than 64% or 65% correct). See p. 26 in the Interpretation Manual for more information on these standards. Compare to the National Averages.
3. Review your group averages by domain. Compare your scores to the Separated National Averages in the packet from CAL and the Archdiocese Averages received from the Office of Evangelization and Catechesis. Check your percentage of students in Advanced (87% or 88% correct), Proficient (64% or 65% correct) and Needs Improvement (Less than 64% or 65% correct) in each domain. It may be helpful to check the same report for Catholic Students, Non-Catholic Students or Returning Students. Notice that there are varying numbers of questions in each domain.

Your Faith Knowledge Items by Domains (See p. 30 in the Interpretation Manual for an example.)

1. Review how your students answered each question in each domain. The questions are listed from best performance to lowest performance. Note that an asterisk denotes the correct answer. You may need to read each question and the possible answers in a Question Booklet. Compare this report to your Alignment Review Worksheet. It may be helpful to compare the percentage scores for All, Catholic, Non Catholic and Returning Students. It is good to make a list of strengths and concerns you identify.
2. For incorrect answers you may wish to ask whether your students have not had the opportunity to learn a concept or whether there is a different vocabulary or terminology usage in your program, for example "Lord's Prayer" or "Our Father," "Evangelist" or "Gospel Writer," "Nicene Creed" or "Apostles' Creed." See pp. 51 - 52 in the Interpretation Manual for Catholic Faith Literacy Vocabulary lists

Your Summary Report by the Four Pillars of the *Catechism of the Catholic Church* (See p. 37 in the Interpretation Manual for an example.)

1. The format for this report is similar to your school/parish Summary Report, except that the questions are aligned with the four pillars of the *Catechism of the Catholic Church*.

Your Part I Faith Knowledge Score Frequency Distribution (See p. 38 in the Interpretation Manual for an example.)

1. Notice that you will see all four categories of students if you have at least six students in a category.

Your Part II Affective Statements by Students Information Category (See p. 39 in the Interpretation Manual for an example.)

1. Review your item-by-item scores in each category. They are reported the same way as the item-by-item questions in the Faith Knowledge Section. The asterisks denote the preferred responses. Identify areas of most concern to you as a Catholic educator. You may wish to dialogue with your teachers and catechists and ask what areas your program addresses that impact student values and beliefs.

Your Students' Concerns Report (See p. 41 in the Interpretation Manual for an example.)

1. Identify areas of concern. Ask yourself whether your students were assessing their Catholic School, parish religion program, public school or a combination of these. Keep in mind that you may be getting concerns from your students' public school and society. Consider how your program and your parish will address these concerns.

Student Report Summary (See p. 46 in the Interpretation Manual for an example.)

1. If you ordered the individual student scores on the Faith Knowledge Part only, review each student's Total % Correct, Classification, Scores per Domain and Scores per Pillar.

Individual Student Report (See p. 48 in the Interpretation Manual for an example.)

1. Review each student's report and see p. 47 in the Interpretation Manual for ideas on how to share a student's report with students and parents.

PLANNING FOR THE FUTURE:

As you are reading your reports identify areas of strength and concern in your program. Use your Alignment Review Worksheet to discover what has contributed to your successes. Ask what is missing in your program that contributes to concerns? Can you transfer things that have contributed to success to areas of concern? What can your program impact and what do you have no control over?

When interpreting your reports, keep in mind that there are many factors other than classroom time that impact your students' faith formation. How does the whole faith community influence your students' scores? Consider the parish liturgy, family life and practice of the Catholic Faith, service opportunities, and parish involvement in peace and justice issues. Ask yourself what all these reports and interpretation are telling you about your program. See [Questions to Guide the Interpretation Process for NCEA ACRE](#) for examples of good questions to ask about your program and parish

Making comparisons and answering hard questions may take some time for you, your catechists and teachers and other concerned persons. The end result should be celebrating strengths, prioritizing concerns and creating a plan of action to address areas of concern. The plan of action may be as simple as adding words to vocabulary and spelling lists or as in-depth as reviewing text usage, catechist certification or curriculum. See [Suggestions for Teaching the Domains of NCEA ACRE](#) for creative ways to teach various topics in the domains.

Keep in mind that many factors impacted your reports. When planning for the future celebrate identified strengths and improvements with those involved. Learn what factors caused these bright spots. After identifying areas of concern, collaborate with other parish leaders to create a realistic plan of action based on priorities. Keep in mind that change will always be gradual. Prepare a short report of your findings and your plan of action. This can be shared with your pastor, parents, education commission, pastoral council and other interested parties.

If you have questions or need assistance, contact your consultant in the Office of Evangelization and Catechesis or the Catholic Schools Office.

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