

Preparing for the

**ALABAMA
COMPREHENSIVE
ASSESSMENT PROGRAM**



Clark-Shaw Magnet School

Student Instructions



CLARK-SHAW
Testing Window:

Wed. 3/22 -

Mon., 4/10

ACAP SUMMATIVE:

English Language Arts (ELA)

Grades 6, 7, 8

Math

Grades 6, 7, 8

Science

Grades 6 and 8 only



- Content teachers will give the ACAP to their students in their own classrooms.
- One period per day will be a TESTING PERIOD from 8:11 ~ 10:00 am.
- If you are absent, you'll make it up during the next testing period when you are scheduled for PE, Social Studies, or electives.



NEW THIS YEAR

- We will test for **14 days**.
- We will test only one part per day (except ELA)
- Testing periods are shorter (109 min) and classes will be longer (40 min)!
- We will keep the same modified bell schedule throughout (times won't change after Day 7).

Math

(110 minutes testing time)

<u>Grade</u>	<u>Part 1</u> (no calculator)	<u>Part 2</u> (calculator)
6 th grade	35 min	75 min
7 th grade	30 min	80 min
8 th grade	25 min	85 min

- Calculators allowed in Part 2 ONLY (also available online)
- Copies of Math Reference Sheet will be provided (also available online)

Science

(100 minutes testing time)

<u>Grade</u>	<u>Part 1</u>	<u>Part 2</u>
6 th grade	45 min (no calculator)	45 min (no calculator)
8 th grade	50 min (calculator)	50 min (calculator)

- Calculators allowed for 8th grade ONLY (also available online)
- Copies of Periodic Reference Sheet will be provided – 8th grade only

ELA

(160 minutes total testing time)

<u>Grade</u>	<u>Part 1</u> (headphones)	<u>Part 2</u>	<u>Part 3</u> (writing)	<u>Part 4</u>
6 th grade	25 min	45 min	60 min	30 min
7 th grade	25 min	45 min	60 min	30 min
8 th grade	25 min	45 min	60 min	30 min

- **Parts 2 & 4** will be taken together (Days 1-7) and then parts **1 & 3** (Days 8 - 14)

TESTING SCHEDULE

- Starting 3/22, rotation days will be ignored. Follow the testing schedule.
- We will do school-wide testing for 14 days – one subtest per testing session except ELA (2 per session).
- Make-ups: Students who are absent from testing will be put into the NEXT POSSIBLE testing session during their electives, PE, or Social Studies class.

TAKING THE TEST

- Students will put phones in bookbags and place them in the designated area on the hall.
- Students will sit in designated seats with their Chromebooks & chargers.
- You may have a bottle of water and 1 book under desk.
- Teachers will pass out testing tickets to students with their username and password for the test. This will also be used as scratch paper. If you need more paper during the test, raise your hand.

Chromebooks and Chargers

- Students are expected to bring your Chromebook and charger to school every day.
- Charge your Chromebook at night to make sure it's fully charged.



STUDENTS LEAVING THE TEST

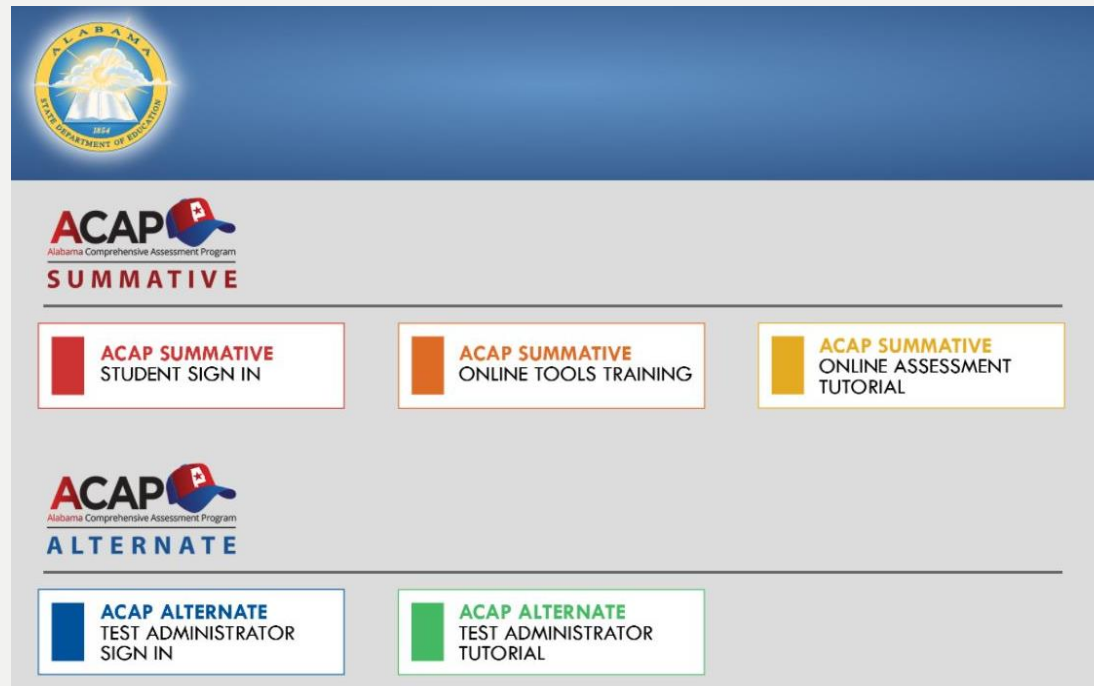
- Students who need to leave (restroom or sickness) during testing MAY leave, but they do NOT get extra time on the test. They should click “PAUSE” and then sign out on the form “ACAP Summative Timing Form.”
- If they are back within 10 minutes, they can click “RESUME” and continue.
- If they are gone for more than 10 minutes, they may NOT continue & the hall proctor will intervene.

Digital Devices in Testing Room

- You may NOT bring a digital device other than your Chromebook into the testing room. This includes cell phones and Smart watches.
- If you are caught with a device, your device will be taken and turned over to Central Office and/or the state testing authorities to be searched. Your test can also be invalidated.
- You will face severe disciplinary consequences, so don't do it.

ACCESSING THE ACAP

1. Students must **SIGN OUT** of their Chromebooks (bottom right).
2. Click on “Apps” – then “DRC Insight Online Assessments” – then “Alabama.”





DRC INSIGHT PORTAL



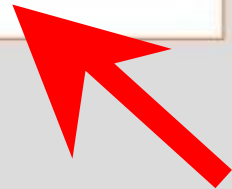
ACTUAL TEST!



ACAP SUMMATIVE
STUDENT SIGN IN

ACAP SUMMATIVE
ONLINE TOOLS TRAINING

ACAP SUMMATIVE
ONLINE ASSESSMENT
TUTORIAL



PRACTICE



ACAP ALTERNATE
TEST ADMINISTRATOR
SIGN IN

ACAP ALTERNATE
TEST ADMINISTRATOR
TUTORIAL

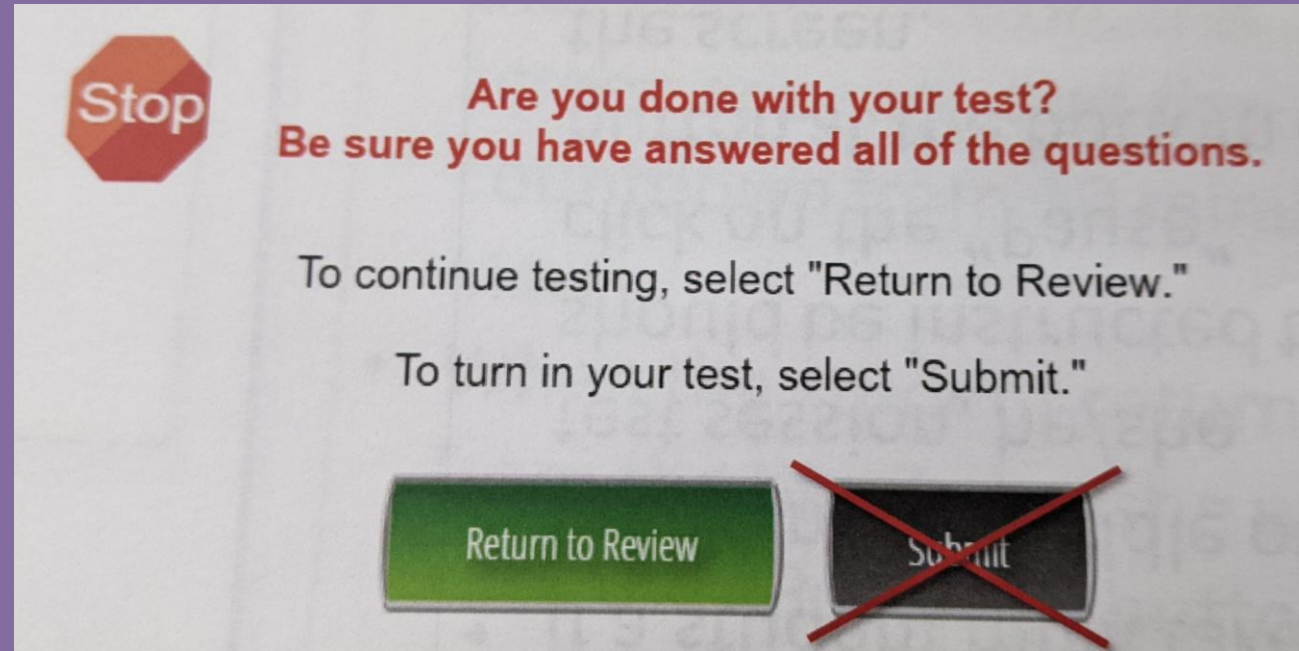
PRACTICE TESTS

1. Take the practice tests for each subject offered on your grade level. (Each test has only 7-8 questions each.)
2. The login directions for each practice test will appear on the login screen. Type it exactly as it appears.
3. Make sure you understand the unique tools and features that are explained on the next slides.

CAUTION!

A green “Review/End Test” button appears on every screen.

Students must take care NOT to accidentally end the test early. If they click “End Test” they will get a Stop sign warning.



If they close their test by accident, we can't reopen it. It must be re-opened by the state!

ITEM TYPES

- *multiple response items such as choose 2 or more*
- *multiple choice with up to 6 answers*
- *2-part questions*
- *technology enhanced items (drag and drop, drop down, etc.)*



HINTS

*The eraser tool
erases all!*

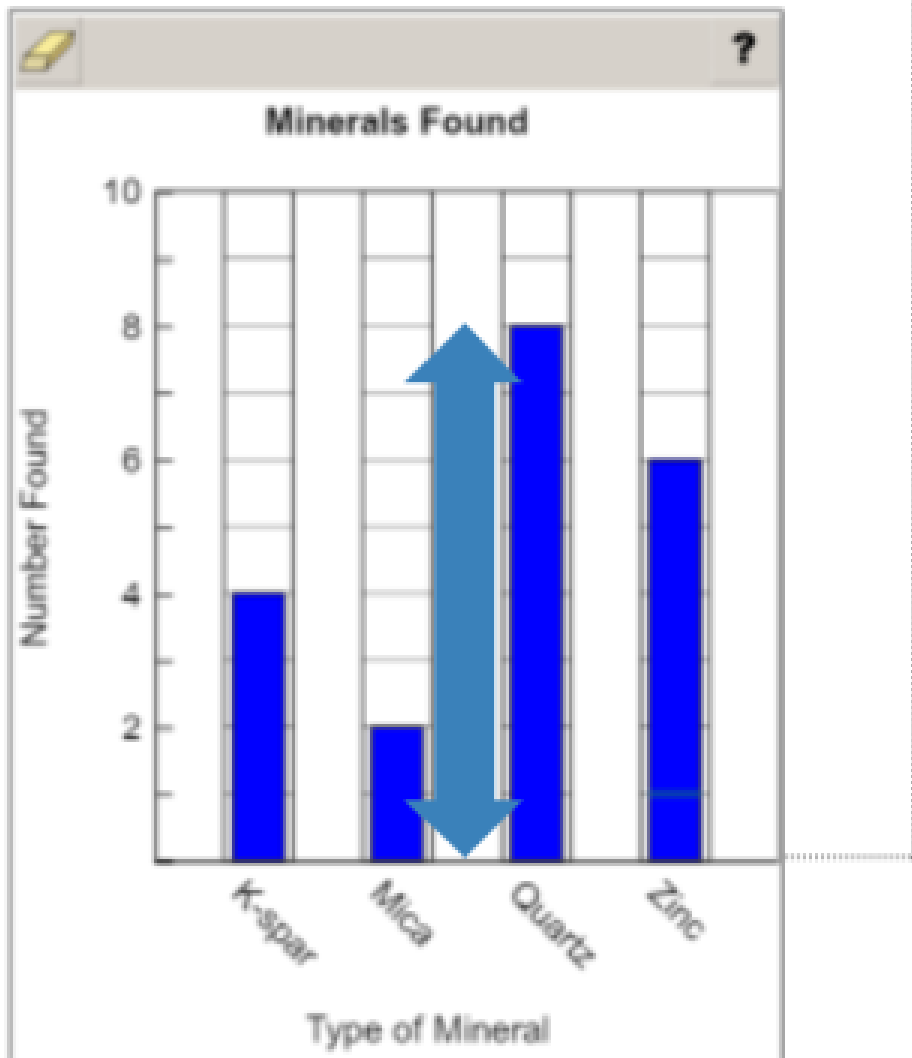
Students can lose all their
work. Use the “undo”
arrow instead!



Students must learn to use the tools for different question types, especially in science and math.

Many questions require students to construct the correct answer, not merely recognize it.





Creating a bar graph using data provided

Use the protractor tool to measure the angles between the branches shown. Write each angle measure in the box below it.

degrees

degrees

Using the protractor tool to measure angles

HINTS

Long reading passages can have multiple “hidden pages!”

Teach students how to switch between pages and to pay attention to page numbers.

Then, we were off to see the glowing jellyfish. There were thousands of them. Some were tiny and others gigantic. I learned that they aren't really fish. I also found out that I never wanted to get stung by one.

There were other exhibits too. The reptile exhibit included alligators and giant snakes. I thought they were very interesting because of their scaly skins. Then, we finally went to see my favorite exhibit: the whales, dolphins, sea otters, and sea lions.

I learned so much more about marine life at the aquarium. I didn't want to leave, and I was sad that it was the end of our visit. But I was happy that I had learned so much. Now I was determined to study marine biology in college. Maybe I could make a difference by helping save our oceans.

HINTS

Text boxes will grow larger as students type in them.

Students should not try to squeeze their response into a small text box.

Both passages tell about a different student taking a trip to an aquarium. Write an essay analyzing how the two passages are similar and how the two passages are different. Use evidence from **both** passages to support your essay.

Writer's Checklist

A large rectangular text input area with a blue border. At the top left, there is a small toolbar with icons for undo, redo, and other editing functions. Below the text area is a blue button with the text "Click To Respond".

PREPARING FOR THE ACAP

1. Students can take the practice tests before the ACAP.
2. Be prepared for the test by getting a good night's sleep and eating a nutritious breakfast.
3. Don't forget to charge your Chromebook!