

# ACAP Teacher Checklist



**Updated 10/18/21**  
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- ❑ I have watched the linked ***ACAP Summative: Connecting Instruction to Assessment*** video(s) related to the content area(s) I teach.



- ❑ I have watched the **[ACAP Summative: Performance Level Descriptors \(PLDs\)](#)** video and understand the relationship between the standard setting process, cut score determination, reporting, and instruction.
- ❑ I have watched the **[ACAP Summative: Item Specifications](#)** video and know how to utilize the item specification documents to view sample item stems and their keys, standards, item types, and DOK levels.

- ☐ **I have downloaded and/or printed the item specification documents, the instructional supports documents, and the PLDs for the grade level(s) and content area(s) I teach.**

- ☐ **[Grade 2](#)**

- ☐ **[Grade 3](#)**

- ☐ **[Grade 4](#)**

- ☐ **[Grade 5](#)**

- ☐ **[Grade 6](#)**

- ☐ **[Grade 7](#)**

- ☐ **[Grade 8](#)**



- ☐ **My students are familiar with the Key Academic Terms associated with each standard listed in the Instructional Supports document for the grade(s) and content area(s) I teach.**
- ☐ **I am using the learning tasks associated with each standard listed in the Instructional Supports document for the grade(s) and content area(s) I teach to guide my classroom activities.**
- ☐ **I am using the additional resources linked with each standard listed in the Instructional Supports document for the grade(s) and content area(s) I teach to guide my classroom activities.**





## **Grade 4 English Language Arts**

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### **Alabama Educator Instructional Supports**

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**Alabama Course of Study Standards**



### **Key Academic Terms:**

literary text, details, explicit details, implicit details, inferences, textual clues, draw inferences, literal questions, inferential questions

### **Additional Resources:**

“Using Literature to Teach Inference across the Curriculum” by Bintz et al. (pdf available online at <https://secure.ncte.org/library/NCTEFiles/Resources/Journals/VM/0201-sep2012/VM0201Using.pdf>)

[Reading Rockets: Inference](#)

[Making Inferences](#)

[How to Teach Literal vs Inferential Questions Video](#)

[Spotlight on Literal and Inferential Questions](#)



## Guiding Questions and Instructional Activities:

**What is the difference between explicit and implicit ideas in a text? What is an inference?**

1. Students have been introduced in the past to how to refer explicitly to the text, but this is the first grade in which *inference* is introduced. Select a text that has several examples of explicit ideas. Ask students questions that require them to refer to the text. Have students put their fingers on the place in the text where the answer is found. Explain that sometimes the text will state things explicitly. This means that students can put their fingers on the answer in the text because it is “right there.” Provide students with examples of text that explicitly state ideas (e.g., “Martin was disappointed to learn he had not made the first team in soccer.”). Identify a reading text that will support three to five questions about what the text says explicitly. Have students practice answering those questions independently while quoting text accurately to support their answers.
2. Introduce the concept of inferring. Provide students with clues about something familiar to them and have them make an inference, like the following:



- ❑ I have watched the [ACAP Summative: ELA Text-Dependent Writing \(TDW\)](#) video and understand how comprehension, writing, and language are all measured within the task. I am also familiar with the rubric used in scoring of TDW.
- ❑ As writing is a skill taught across all content areas, I have downloaded and/or printed the TDW resources found within the [TDW folder](#).
- ❑ I have incorporated writing tasks into my classroom instruction, and I am using the TDW scoring rubric to assess student writing.

## TEXT-DEPENDENT WRITING (TDW) SCORING GUIDELINES

<p><b>4</b></p> <p><b>Demonstrates effective analysis of text and skillful writing</b></p>	<p><b>3</b></p> <p><b>Demonstrates adequate analysis of text and appropriate writing</b></p>	<p><b>2</b></p> <p><b>Demonstrates limited analysis of text and inconsistent writing</b></p>	<p><b>1</b></p> <p><b>Demonstrates minimal analysis of text and inadequate writing</b></p>
<ul style="list-style-type: none"> <li>Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)</li> <li>Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion</li> <li>Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts</li> <li>Substantial reference to the main ideas and relevant key details of the text(s)</li> <li>Skillful use of transitions to link ideas within categories of textual and supporting information</li> <li>Effective use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)</li> <li>Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion</li> <li>Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Sufficient, accurate, and direct reference to the text(s) using an appropriate combination of details, examples, quotes, and/or facts</li> <li>Sufficient reference to the main ideas and relevant key details of the text(s)</li> <li>Appropriate use of transitions to link ideas within categories of textual and supporting information</li> <li>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)</li> <li>Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion</li> <li>Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas</li> <li>Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts</li> <li>Limited reference to the main ideas and relevant details of the text(s)</li> <li>Limited use of transitions to link ideas within categories of textual and supporting information</li> <li>Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)</li> <li>Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion</li> <li>Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas</li> <li>Insufficient reference to the text(s) using few details, examples, quotes, and/or facts</li> <li>Minimal reference to the main ideas and relevant details of the text(s)</li> <li>Few, if any, transitions to link ideas</li> <li>Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

## What standard does the TDW measure?

The TDW is aligned to the Alabama Course of Study Anchor Standard W.9, which reads, "Draw evidence from literary or informational texts to support analysis, reflection, and research." The TDW may be associated with either a single text or a set of texts. If the text or texts are literary, the student is expected to write a response that analyzes topics such as theme, character, or setting. If the text or texts are informational, the student is expected to write a response that analyzes topics such as the main idea, the author's or authors' points of view, or the author's or authors' use of reasons and evidence to support particular points.

- ❑ **Game Plan:**
  - ❑ **ELA, History/Civics, & Humanities courses emphasize analysis of literary works.**
  - ❑ ***What writing framework do you all use? AEC?***
    - ❑ ***Assertion. Evidence. Commentary.***
  - ❑ **STEM courses emphasize analysis of informational texts.**
  - ❑ ***What writing framework do you all use? CER?***
    - ❑ ***Claim. Evidence. Reasoning.***
  - ❑ **All teachers encourage the use of the Writer's Checklist.**
  - ❑ **All teachers use TDW rubric to assess Student writing.**

#### Writer's Checklist

##### PROOFREAD after you write

- ☐ I addressed all parts of the writing task.
- ☐ I included evidence from the text to support ideas in my essay.
- ☐ I stayed organized and focused on the writing task.
- ☐ I used correct language, a variety of sentence types, and paragraph transitions in my essay.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- ☐ I reread the essay to make sure it was clear and well organized.

- ❑ I have reviewed the [Teaching for Success](#) presentation and understand the relationship between the critical standards, classroom instruction, and the ACAP assessment.
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**Additionally, teachers may want to begin referencing the Proficiency Scales documents for instructional purposes, if available for the grade(s) and content area(s) they teach.**

- ★ [ELA K-5 Proficiency Scales](#)
- ★ [Math and Science k-12 Proficiency Scales](#)
- ★ [Directions for accessing ALL Proficiency Scales in Schoology](#)

❏ I have reviewed the ***Supporting the Connections Between ACAP Summative and Instruction*** presentation(s) from the **2021 MEGA Conference**.



❏ **English Language Arts**

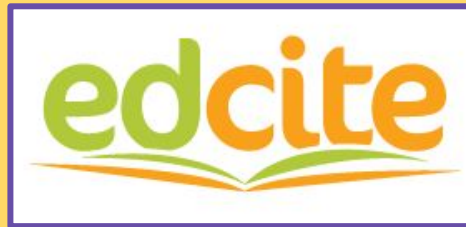
❏ **Mathematics**



- ❑ I have led my students through the [ACAP Online Tools Training](#) for the grade level(s) and content area(s) I teach.
- ❑ I have shown the [Online Testing Video Tutorials](#) to my students to review how students should navigate through the test, how to maneuver through various item types, how to access the in-test calculator and reference sheets, etc.
- ❑ I have reviewed the [Sample Test Item presentation](#) with my students.



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- ❑ **I have facilitated additional ACAP practice and preparation through the use of an online platform.**
    - ❑ **[Education Galaxy](#)**
    - ❑ **[EdCite](#)**
    - ❑ **[Problem-Attic](#)**
  - ❑ **I have exposed my students to practice questions for the ACAP Summative Assessment, similar to the [sample questions linked here](#).**
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- ❑ **Using the school's designated diagnostic testing platform (iReady, Scantron, STAR, etc.), I have identified areas of focus for the weeks leading up to the ACAP assessment. I will revisit standards/skills as needed to increase proficiency. The following are the standards/skills I am planning to remediate in whole-group instruction:**

- ❑ -----
- ❑ -----
- ❑ -----
- ❑ -----
- ❑ -----

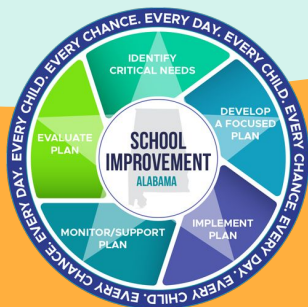
# Planning Ahead

- Plan your ACAP preparation from now until test day!
  - WorksheetWorks Calendar Options
- Have students set goals and write them down.
  - Sample Goal Sheets
  - Review and set SMART Goals



**Explore Additional Resources Curated by  
the Office of School Improvement (OSI)**

# **ACAP & ACT Resources** **Document Link**





**Questions?**