Introduction
The ACSI Bible Assessment (ABA) was developed, trial-tested, adjusted, standardized, and scored in order to meet the rigorous requirements of a standardized test. Your school can utilize the ABA with the confidence that, when appropriately administered, the test will provide your team with accurate, valid, and helpful information about the achievement of your students.

The purpose of standardized testing in general is to obtain accurate information about student performance. It provides a tool for collecting relevant data under standard conditions; it is objective and neutral. That is why it is important to administer the test in a way that will ensure accurate data. To the best of your school’s ability, the conditions for students taking the test should be the same as they were when the test was normed.

The ABA blueprint was developed through a study of the content of every commonly used Bible textbook at every grade level to which the test would be administered. Through this study, all the points of consensus were identified. ACSI also charted what things students should know and understand from the Bible, and when they should know them. These two components framed the development of the bank of test items.

The ABA is designed to measure Bible content. It is in no way meant to be viewed as a sole comprehensive assessment of what a student should or should not know about the Bible. It is possible that a particular instructional objective measured by the ABA may not be taught in your school’s curriculum or may not have been taught by the time the test is given. As a result, students may not be able to answer the question(s) that measured that specific objective. Although test norms take these differences into account, you should also consider the difference between what is taught and what is measured as you evaluate the test results of your students. Once the results of the ABA are available, they can be used along with other information to make decisions and judgments about the Bible instructional program.

It is common for educators to discount test results, especially if those results are not strong, by indicating that there is not a close alignment between the test and the instruction students receive in the school. Note that the goal of a standardized test is not to make an exact match with any curriculum; rather, it is to relate to a consensus curriculum that is more general than specific. Students who took the sample tests on which the scores were normed did not have an exact curricular match, so the absence of a curricular match is generally not a valid reason for weak test performance.
Some Truths About the ACSI Bible Assessment and Achievement Tests in General

- The goal is accurate information, not inflated scores.
- Adhering to the conditions of administration under which the test was normed maintains the integrity of the data. For additional details, refer to the Directions for Administration.
- Close curricular alignment is not necessary for accurate test results.
- Standardized tests are only one general measure of performance.
- Test results are approximate indicators of strengths and weaknesses.

Content and Process Clusters
Each item on the ABA addresses both a Content Cluster and a Process Cluster. This dual nature is reflected in the ABA reports and allows you to assess the biblical content students have acquired at each grade level as well as their understanding and application of Scripture. The reports from the ABA can help your Christian school team identify strengths of your Bible instructional program and serve as tools to assist with evaluating the Bible curriculum, promoting dialogue among the staff and the school community, and focusing further support and instruction for groups and individual students.

The set of ABA items included at each grade level are developed from two key perspectives:

**Content Clusters:** Each item addresses a core element of a strong Bible curriculum, such as knowledge of creation, Christ, Old and New Testament Bible stories, Bible organization and structure, the Church, and Christian living. Content Clusters vary by grade level.

**Process Clusters:** Each item also assesses either Knowledge (recall, recognition), Comprehension (demonstration of understanding), or Application (purposeful use or relevance) of biblical information. Process Clusters are the same across all grade levels.
Why should your school use the ABA?

1) The ABA is different from textbook/teacher made tests. It is a standardized assessment built upon a scope and sequence that reflects a broad range of Bible curriculum/textbooks and the input of Bible instruction experts. Its purpose is to provide a snapshot of students’ knowledge, understanding, and life application of Scripture.

2) It enables school leaders and teachers to have a better understanding that their students at each grade level are hitting standardized benchmarks for learning Bible content and its application or relevancy. As a result, school leaders may be able to identify gaps in learning, thus informing the school’s curriculum review process for Bible.

3) Schools may make assumptions about the general Bible knowledge of their students. The ABA allows schools to have an informed view and adjust instruction accordingly and better educate students.

4) It allows schools to compare results over time within a group of students or across grade levels to determine trends and patterns. When the standardized ABA is administered over extended periods of time, a long-range picture of the student’s/group’s progress can be seen. The ABA is well-suited for this because the measurements can be compared from one administration to the next.

5) The ABA cannot and does not measure spiritual formation or the ways that the Word of God is transforming students within the context of life and living. It measures content knowledge, understanding, and application, not individual spiritual formation. However, learning, understanding, and applying the Word of God is the first step in a substantive, transformational walk with Christ (spiritual formation).

6) Christian educators can glean information from the ABA even though its scope and sequence is not a direct match with that of the school’s Bible instructional program. It may be used as a diagnostic instrument to see gaps in the curriculum standards allowing adjustments accordingly.

7) Student demographics may change over time. For example, has there been an increase in students who are not being raised in church? Even if students attend church regularly, it is wise not to make assumptions about their biblical literacy. The ABA will assist educators in knowing the overall preparedness of current students for Bible instruction and for biblical integration in non-Bible courses and adjust instruction accordingly.

8) Schools may simply assume students know and understand certain concepts. The assessment results may reflect otherwise, and those topics can be directly addressed at some point in the Bible instruction.

9) Schools may consider other additional methods to further evaluate Application in moral decision-making choices, for example, developing constructed response activities.
Communication with Your School Community
School leaders should clearly communicate to the school community the purpose of administering the ABA. The ABA is a unique tool that may not be familiar to these groups. A thoughtful communication plan will increase support for the process and decrease misunderstandings.

- **Teachers**
  - The ABA helps us to discover the effectiveness of our curriculum and pedagogy within our Bible programs. This aligns with our school’s purpose as a Christian school.
  - The results of the ABA can help inform program improvement. Some curricular, resource, and instructional decisions may be affected by the results. We will ask ourselves, “How best can we teach our students?”
  - You may be concerned about the results of your students’ testing; be assured that your responsibility regarding test results is not the focus when analyzing data and developing schoolwide improvement plans.

- **Parents**
  - The ABA will help us to understand if we are reaching your child with critical Bible knowledge, which provides a foundation for their spiritual development and discipleship.
  - The results of the ABA can help inform program improvement. Some curricular, resource, and instructional decisions may be affected by the results. We will ask ourselves, “How best can our school teach your child?”
  - Consider a newsletter/email about the purpose, expected outcome, and school's vision about the testing and data.

- **Students**
  - The ABA will help us understand if we are doing our part in helping you to grow in your Bible learning, which is an important part of your faith development.
  - Help students understand that background matters. For example, stories in the New Testament often depend on your knowledge of what God did in the Old Testament. How do those things connect? Context is important.

- **School Board/Community**
  - It is important to highlight the benefits: It is a way to help our school identify how well we are doing in Bible instruction, as well as how well the students have grasped it. This should include communication about the purpose, expected outcomes, and plans for data interpretation.
  - The ABA will help our school to discover the effectiveness of our curriculum and pedagogy within our Bible programs. This aligns with our purpose as a Christian school and will provide needed data for our key performance indicators (KPIs).
  - The results of the ABA can help inform program improvement. Some curricular, resource, and instructional decisions may be affected by the results. We will ask ourselves, “How best can our school teach our children?”
Questions the School Community May Ask About the ABA

1) **What does the ABA indicate about a student’s spiritual formation?**
   The ABA standardized test score indicates the degree to which a student knows some of the content of the Bible and the general level of the student’s understanding of the content and how to apply it.

   The ABA cannot and does not measure spiritual formation or the ways that the Word of God is transforming a student within the context of life and living. However, learning, understanding, and applying the Word of God is the first step in a substantive, transformational walk with Christ (spiritual formation).

2) **How were the areas of content in the test determined?**
   In addition to the Bible textbook review, ACSI charted what things students should know and understand from the Bible, and when they should know them. The Bible textbook review and the charting of instructional objectives are the two components that framed the development of the bank of test items. This was the foundation for the scope and sequence that was developed.

3) **Why are students given performance level and scaled scores and not percentile and grade equivalent scores on the ABA?**
   Precise norm-referenced scores could lend themselves to invalid comparisons and misinterpretations, and they were therefore intentionally avoided. Performance standards give a reasonably clear picture of what the student knows or does not know or understand. It was decided that this kind of scoring would be more helpful for the student, the parent, and the school.

4) **Would a student’s score improve if the school used a particular publisher’s textbook?**
   Since the test is based on both a consensus curriculum (what a wide range of publishers are including) and content that experts indicate students should know at each grade level, it is not likely that utilizing a particular publisher’s textbook, in and of itself, will result in improved ABA scores.

   A school’s Bible instructional program, or curriculum, will most likely include more than just a formal Bible class. Other components of the program may involve chapels, content area classes, and various other school programs that intentionally incorporate Bible and Christian worldview content. A school may determine that a specific publisher best contributes to its unique Bible instruction goals.

5) **Is the ABA the same as the Flourishing School Culture Instrument?**
   The ABA and the Flourishing School Culture Instrument are discrete tools designed for discrete measurement purposes. Whereas the ABA was developed as a standardized achievement test to assess student achievement in biblical literacy, the FSCI was validated as a survey instrument to provide comprehensive feedback on school culture.
ACSI Bible Assessment Scores and Reports
The ABA score results are formatted as both Growth and Criterion-referenced scores.

The ABA Growth score is the Scale Score (SS). The Scale Score is the first conversion from the Raw Score. It is a score on an even-interval numeric scale that spans the complete range of kindergarten through grade 12. These scores range in value from 343 to 847. Because Scale Scores are even intervals, they can be used to compute arithmetical averages. The ABA Scale Scores can be compared over time within a group of students or across grade levels to determine trends and patterns.

ABA cut Scale Scores were used to determine the Performance Levels, which are Criterion-referenced scores. Criterion-referenced scores are based on specific criteria, or a standard similar to grades given and received in a classroom setting, e.g., 90 correct out of 100 is 90%. The four Performance Levels are Below Basic, Basic, Proficient, and Advanced. The ABA Raw Score is also criterion-referenced scores and is provided as actual number correct and percentage correct.
**Individual Student Performance Report**

The Individual Student Performance report includes the student’s overall score and the performance level in which the score resides, as well as a breakdown of how the student performed on each content and process cluster. The number of questions by cluster the student answered correctly and the equivalent percentage are displayed.

- **Student Information and Overall Score**
  - Student Name
  - School, Course, Teacher
  - Assessment Name
  - Scaled Score and Performance Level

- **Student Achievement**
  - **Content Clusters (vary by grade level)**
    - Content Cluster
    - Number of Questions
    - Possible Points
    - Number Correct
    - Percent Correct
  - **Total Score**
    - Total number of questions and points possible: 40 per grade level
    - Number Correct
    - Percent Correct
  - **Process Clusters (*Knowledge, Comprehension, and Application*)**
    - Number of Questions
    - Possible Points
    - Number Correct
    - Percent Correct

This report indicates how the student performed when the questions are scored based on factual knowledge, understanding, and making application. In general, the understanding and application questions are more difficult than the knowledge questions.
The Individual Student Performance report includes the student's overall score and the performance level in which the score resides, as well as a breakdown of how the student performed on each content and process cluster. The number of questions by cluster the student answered correctly and the equivalent percentage is displayed. In the Student Achievement section of the report, the assessed process clusters and the associated items aligned to each cluster are provided.

**Student:** Thompson, Henry  
**School:** Sample Christian School  
**Course:** Bible 7  
**Teacher:** McBride, Kim  
**Assessment Name:** G7 ACSE Bible Assessment  
**Scaled Score:** 696 Proficient

### Student Achievement

<table>
<thead>
<tr>
<th>Content Clusters</th>
<th># of Questions</th>
<th>Possible Points</th>
<th># Correct</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>[CC7.1] Bible Stories - Old Testament</td>
<td>10</td>
<td>10.00</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>[CC7.2] Bible Stories - New Testament</td>
<td>9</td>
<td>9.00</td>
<td>7</td>
<td>78%</td>
</tr>
<tr>
<td>[CC7.3] Doctrine &amp; Attributes</td>
<td>7</td>
<td>7.00</td>
<td>6</td>
<td>86%</td>
</tr>
<tr>
<td>[CC7.4] Christian Living</td>
<td>10</td>
<td>10.00</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>[CC7.5] Bible Study Skills</td>
<td>4</td>
<td>4.00</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>40.00</strong></td>
<td><strong>33</strong></td>
<td><strong>83%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process Cluster</th>
<th># of Questions</th>
<th>Possible Points</th>
<th># Correct</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC1 - Knowledge</td>
<td>13</td>
<td>13.00</td>
<td>9</td>
<td>69%</td>
</tr>
<tr>
<td>PC2 - Comprehension</td>
<td>23</td>
<td>23.00</td>
<td>21</td>
<td>91%</td>
</tr>
<tr>
<td>PC3 - Application</td>
<td>4</td>
<td>4.00</td>
<td>3</td>
<td>75%</td>
</tr>
</tbody>
</table>
Class Standard Level Performance Report
The Class Standard Level Performance report displays the number of items aligned to each Content and Process Cluster, and the class’s percent score on the assessed cluster is also included in the report.

- **Content Clusters Overall Scores**
  - Number of items
  - School name with the percent correct for the school
  - Class name(s) with the percent correct for each class
*The first two rows of data in the Content Clusters chart are the same (i.e., Bible, Grade 7, and Grade 7).

- **Content Clusters** (select the blue arrow next to the grade level to display each cluster)
  - Number of items
  - Percent correct for the school
  - Percent correct for each class

- **Process Cluster**
  - Number of items
  - Average number correct for the school
  - Average percent correct for the class

This report indicates how students performed when the questions are scored based on factual knowledge, understanding, and making application. In general, the understanding and application questions are more difficult than the knowledge questions.
## Class Standard Level Performance Report

### Class by Class Comparison

**Subject:** Bible  
**Grade/Course:** 7 Bible  
**Alignment:** ACSI Bible Standards  
**Standard Set(s):** Grade 7  
**ACSI:**  
**Org Type:** K-12 School  
**Institution Name:** Sample Christian School  
**School:** Sample Christian School  
**Class:** Class by Class Comparison  
**Assessment(s):** G7 ACSI Bible Assessment

<table>
<thead>
<tr>
<th>Content Clusters</th>
<th># Items</th>
<th>Sample Christian School*</th>
<th>Bible 7 Period 1 McBride, Kim*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
<td>40</td>
<td>80%</td>
<td>72%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>40</td>
<td>80%</td>
<td>72%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process Cluster</th>
<th># Items</th>
<th>Sample Christian School*</th>
<th>Bible 7 Period 1 McBride, Kim</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC1 - Knowledge</td>
<td>13</td>
<td>76%</td>
<td>70%</td>
</tr>
<tr>
<td>PC2 - Comprehension</td>
<td>23</td>
<td>82%</td>
<td>75%</td>
</tr>
<tr>
<td>PC3 - Application</td>
<td>4</td>
<td>75%</td>
<td>68%</td>
</tr>
</tbody>
</table>

*Includes all students who have completed the selected assessment and are currently enrolled in a 7 Bible course.*
Performance Band Report
Overall student scores lie within one of four performance bands. The Performance Band report provides a list of students in each performance band, as well as the class performance on each content cluster.

- **Overall School Performance**
  - Performance Band and scale score range
  - Number and percent of students in each performance band

- **Performance by School, Including Participation Percent**
  - School name (if multiple campuses, all will be listed)
  - Assessments completed
  - Performance Bands indicate the number of students and the percentage of students in each performance band.

- **Performance by Standard Sets (Content Clusters)**
  - Content Clusters
  - Grade level
  - Number of items
  - Average number correct
  - Average percent correct
  - Performance Bands indicate the number of students and the percentage of students in each performance band.

- **Performance by Process Cluster**
  - Number of items
  - Average number correct for the school
  - Average percent correct for the school

This report indicates how students performed when the questions are scored based on factual knowledge, understanding, and making application. In general, the understanding and application questions are more difficult than the knowledge questions.
Performance Band Report

Overall student scores lie within one of four performance bands. The Performance Band report provides a list of students in each performance band, as well as the class performance on each content cluster.

### ACSI Performance

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>G7 ACSI Bible Assessment*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced (711 - 796)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Proficient (669 - 703)</td>
<td>1 (50%)</td>
</tr>
<tr>
<td>Basic (627 - 664)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Below Basic (497 - 623)</td>
<td>1 (50%)</td>
</tr>
</tbody>
</table>

*Numbers and percentages based on all students who have taken the assessment.

### Performance by Org Type, Including Participation Percent

<table>
<thead>
<tr>
<th>Org Type</th>
<th>Assessments Completed</th>
<th>Performance Bands*</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 School</td>
<td>2/2</td>
<td>1 (50%)</td>
</tr>
</tbody>
</table>

*Numbers and percentages based on all students who have taken the assessment.

### Performance by Standard Sets

Performance by Standards indicates the class average number and percent correct the ACSI Bible Assessment Content Cluster.

<table>
<thead>
<tr>
<th>Content Clusters</th>
<th># Items</th>
<th>Avg. Number Correct</th>
<th>Avg. Percent Correct</th>
<th>Performance Bands*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>40</td>
<td>23</td>
<td>59%</td>
<td>1 (50%)</td>
</tr>
</tbody>
</table>

*Numbers and percentages based on all students who have taken the assessment.

### Performance by Process Cluster

<table>
<thead>
<tr>
<th>Process Cluster</th>
<th># Items</th>
<th>Avg. Number Correct</th>
<th>Avg. Percent Correct</th>
<th>Performance Bands*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC1 - Knowledge</td>
<td>13</td>
<td>6</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>PC2 - Comprehension</td>
<td>23</td>
<td>15</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>PC3 - Application</td>
<td>4</td>
<td>3</td>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>

*Numbers and percentages based on all students who have taken the assessment.
Class Scores Report (student roster)

Included in the Class Scores Report is a scale score, performance band, and number correct for each student.

- **Report information**
  - Teacher and class
  - Grade level and test
  - Bar graph displays the number of students at each score level
  - Table below includes:
    - Teacher name
    - Student name
    - Score
    - Performance Band
    - Number correct/points possible

### Below Basic (1 Students)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
<th>Score</th>
<th>Performance Band</th>
<th># Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>McBride, Kim</td>
<td>Peterson, Kendra</td>
<td>615</td>
<td>615</td>
<td>15/40</td>
</tr>
</tbody>
</table>

### Proficient (1 Students)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
<th>Score</th>
<th>Performance Band</th>
<th># Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>McBride, Kim</td>
<td>Thompson, Henry</td>
<td>690</td>
<td>690</td>
<td>32/40</td>
</tr>
</tbody>
</table>
Score Interpretation

General Guidelines

- Watch for the unusual (high points, low points). Test results usually confirm or extend what an observant teacher already knows about a student.
- Always ask why—for example, why did the student do better on the Bible stories-OT than the Bible stories-NT? Why are the student’s scores higher than his or her normal class work?
- Did the class environment affect the student’s scores?
- Don’t overemphasize small differences. For a student taking a standardized test, random fluctuations will happen on any given day because of a variety of reasons (e.g., improper diet, not enough rest, arguments at home).
- Interrelate information from different tests.
- Avoid over analyzing individual student data.
- Use norm-referenced tests in conjunction with other assessments. They can be of great value when considered together with information from other sources.
- Remember that standardized tests give a picture of a student’s achievement at a single point in time.

Establishing Instructional Priorities

While individual classroom teachers have not selected the instructional objectives, they do have the responsibility for making the decisions concerning the day-to-day structure and management of the instructional program of their classroom so that all students reach an acceptable level of attainment of the designated objectives. Classroom teachers determine instructional priorities; group students for instruction; make decisions about instructional methods, activities, and materials; and monitor student progress.

To establish instructional priorities for the instructional objectives, do the following:

- List a set of target objectives, focusing on the areas of greatest need for your class.
- Rank the objectives based on your classroom and curriculum criteria.
- Assign priorities, determining which objectives carry the greatest instructional priority

Suggested Activities for Reviewing the Bible Assessment Results with Faculty

1) Review of the scale scores for classes and schools

Look at the scale scores for the classes tested.

- Are they about what was expected?
- Are there significant differences from grade level to grade level or from class to class?
- What are the general assumptions about these variations?
- Are there significant differences?
- What other data would seem to correlate most closely with the ABA results? For example, Reading or Listening scores from a summative assessment.
- Discuss these perceptions in light of the scores.

2) Review of the performance band scores for classes and grades
On the Performance Band report for each class and grade is the summarized list for each class, grade, and school indicating the number and percent of students in each of the four levels of performance.

The four levels of performance are:
- Below Basic
- Basic
- Proficient
- Advanced

3) Review by class, school, and grade level the numbers of students in each of the four performance categories by each content cluster, such as Christ, salvation, doctrine.
   - Are they as expected?
   - Are there numbers in any category that surprise you?
   - How do these results inform you as a faculty?

4) Review the performance of the students in the process clusters of knowledge, comprehension, and application.
   - What is your assessment in light of the overall scores of the groups?
   - Do the scores for the higher categories of comprehension and application correlate well with the scores of the groups for reading, listening, cause and effect, and thinking skills?
   - What specific connections are apparent from these comparisons?

5) Summary report development (for year-to-year comparisons or for sharing results with school parents, students, board members, or other constituents)
   - Write a summary report for each grade level or school division (primary, elementary, middle, etc.) regarding the performance of these classes or grades. Include statements of accomplishment, concern, or insight gained from the normative analysis process.
   - Consider what strategic instructional implications have resulted from the score analysis for classes, grades, and the school.
   - Have each teacher describe significant learning that has taken place through the analysis of the ABA results.
Suggested Program and Curriculum Analysis Activities and Questions

Review the school’s Bible curriculum and the ABA. (This can be done as a group in a smaller school or by teams in and across grade levels in larger schools.)

- Compare the list of ABA instructional objectives (pp. 4-15 of the Scope & Sequence) with your school’s curriculum goals for Bible instruction at each level.
- Compare the content categories from the test with the time you allot to each one in your Bible program.
- What things stand out to you from this analysis?
- Is the emphasis in the test more or less valid than that of the curriculum?
- Identify some specific elements that may need additional emphasis.

Develop a matrix-like scope and sequence of content issues in your Bible curriculum and discuss them in light of the textbooks you are using.

- What are the content categories (units) for each grade level?
- Is there a logical sequence from grade to grade?
- Are there missing content categories that seem apparent to you?

Construct a grade-level-by-grade-level curricular narrative of the strengths and weaknesses of the present Bible curriculum in the school.

- What are the implications of this information for the instructional program?
- Describe possible changes to be considered.

Areas of focus:

- **Faculty focus:**
  - Provide data analysis training for faculty.
  - Help faculty glean important information by facilitating both horizontal and vertical meetings schoolwide with key questions designed for each group. These should wrap up with some individual and collective action items and some strengths to leverage.
  - Provide training for teachers in biblical integration and bible worldview so that students learn to apply the knowledge they have in everyday life situations.

- **School’s Bible instructional program focus:**
  - Take a deeper dive into the data and develop a comprehensive strategy, using a variety of methodologies and modalities to ensure that students are learning the Bible and that the school’s curriculum aligns with instructional objectives.
  - From ABA analysis develop a needs list, then consider changes in a variety of areas based on low scores. A school’s Bible instructional program, or curriculum, will most likely include more than just a formal Bible class. Other components of the program may involve chapels, content area classes, and various other school programs that intentionally incorporate Bible and Christian worldview content. Once those programs have been implemented, the results from year 2 and year 3 can be analyzed to see if those scores are changing for the better. Create a baseline, make adjustments, and improve programs.
o Implement a review of the ABA results as a specific aspect of a structured textbook/series review process for Bible. Even if the ABA’s scope and sequence may not be a direct match with the school’s chosen Bible textbook/resources/series, there will be some valuable results that the school will want to consider when reviewing publications.

o Data could be disaggregated to see if there are group results that provide insight. For example, are the students that just came in from the voucher program all scoring low and the students that have been in the school for years scoring high? What do we do to make up that discrepancy?

• For individual students:
  o Avoid labeling “low achievers,” rather, use ABA results in changing teaching strategies, materials, or time on task.
  o To Share or Not to Share Results- If the purpose of administering the ABA is for program improvement, then the scores may be better reviewed only by the school in groups. This allows schools to work more intentionally to meet the needs of particular student groups (language learners, those with reading disabilities, those who are new to the Bible, those who are mature, etc.) and provide remediation and perhaps extra challenges for application and mentoring.
  o If the decision is made to share individual student results with students and parents, it is important to be sensitive to feelings of “less than.” This is a major decision for the school and should be considered and implemented thoughtfully.