

ACSI 

Bible

Assessment

Frequently Asked Questions



ACSI Bible Assessment (ABA) Frequently Asked Questions

1) What is the purpose of administering the ABA?

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.

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 are the first steps in a substantive, transformational walk with Christ (spiritual formation).

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.

2) How is the ABA 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.

3) Is the test aligned to a specific curriculum?

The Bible Assessment blueprint was developed through a study of the content of every commonly used Bible textbook publisher at every grade level to which the test would be administered. Through this study, all the points of consensus were identified.

4) How were the areas of content covered 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.

5) Who selected the final questions for the test?

ACSI brought in over 100 Christian school teachers and administrators from across the U.S. to write the questions for all 13 levels of the ACSI Bible Assessment. The

individuals on this taskforce were Bible instruction experts in their particular grade level.

This group was trained by testing psychometricians on item and test construction. The team members then worked in specific grade levels and developed over 100 test questions for each level. Ultimately, over 1,300 questions were written. The items were then reviewed by multiple groups within the team to ensure each test item met quality item standards.

Trial test booklets were developed with these items, and over 15,000 students among ACSI member schools were trial tested. The results from those trial tests were collated for another team of ACSI educators that reviewed the items and results for validity, age appropriateness, and to ensure that primary issues in Christian doctrine were reflected. From these reviews, the final test for each level was developed.

6) Who determines the performance level that is represented by the correct answers of the students?

A cohort of experienced ACSI Bible teachers representing all grade levels made these decisions.

7) Were ACSI member schools involved in the development of the ABA?

Yes, over 15,000 students in ACSI member schools participated in both the trial test, which was evaluated to see if the questions are appropriate for the level of difficulty, and the norming. The norming process was used to establish the scores to which the test results are compared.

8) Who is eligible to administer the ABA?

ACSI member schools and independent Christian schools are eligible to administer the ABA.

9) What does the ABA indicate about a student's spiritual formation level?

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 are the first steps in a substantive, transformational walk with Christ (spiritual formation).

10) Why are students given performance level and scaled scores and not percentile and grade equivalent scores on the Bible Assessment?

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.

11) Would a student's score improve if the school used a particular publisher's textbooks?

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.

12) Does the school's use of a particular version of the Bible effect the student's testing experience?

When quoting Scripture, item writers chose the Bible version that they felt most clearly supported the specific item and student understanding. Multiple versions were utilized throughout the grade levels. A student's familiarity with a particular version will not give a student an unfair advantage or disadvantage.

13) Is the ABA the same as the Flourishing Faith Index?

The ABA and the Flourishing Faith Index (or FFI) is a discrete tool designed for discrete measurement purposes. Whereas the ABA was developed as a standardized achievement test to assess student achievement in [biblical literacy], FFI was validated as a survey instrument to provide comprehensive feedback on biblical worldview and spiritual formation development in Christian schools.

14) The new formatting of the ABA is an online administration. Is there a paper/pencil option?

Yes. A school can print the test off for students. Grades K-2 students can circle their answers on the printed test. A teacher can then enter the answers directly in the system on an online bubble sheet to be scored automatically.

For grades 3-12, teachers can print out student test booklets and answer documents. Students can bubble in the answer documents. The answer documents will be scanned into the system by the school to be scored.