Understanding the Individual Profile Report (IPR)



TCAP Achievement Test and Modified Academic Achievement Standards (MAAS) Assessment Grades 3 - 8

Spring 2012 - Form C





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Introduction

This document was prepared to help explain the Achievement test results provided on the Individual Profile Report (IPR). The Achievement Tests, taken each spring by students in grades 3-8, are a part of the Tennessee Comprehensive Assessment Program (TCAP). The Achievement Tests measure a student's academic knowledge and skills in Reading/Language Arts, Mathematics, Science, and Social Studies with multiple-choice questions. Each content area has set time limits in which to administer the test.

The Achievement (ACH) Test, Modified Academic Achievement Standards (MAAS), and English Linguistically Simplified Assessment (ELSA) are criterion-referenced tests. Criterion-referenced test scores are used to measure how well a student has learned Tennessee's state curriculum rather than how the student compares with a national group. Criterion-referenced scores are also used to identify student areas of strength or opportunities for improvement.

The Spring 2012 Achievement Tests were aligned with new curriculum standards for Reading/Language Arts, Mathematics, and Science. The Social Studies curriculum standards were not revised. For additional information on the Tennessee curriculum and what the student should be learning at his or her grade level, visit the Division of Curriculum and Instruction website at http://state.tn.us/education/curriculum.shtml.

There are three different types of tests that make up the TCAP Achievement Program: (1) the ACH Test, (2) the MAAS Assessment, and (3) the ELSA.

- 1. The ACH Test is the general assessment for grades 3-8.
- 2. The MAAS Assessment is a more appropriate assessment for some special education students. An IEP team determines if a student is eligible based on criteria given by the state. The MAAS Assessment is challenging for eligible students whose disability has prevented them from attaining grade-level proficiency. The MAAS Assessment is based on grade-level content standards and is different from the ACH Test in the following ways:
 - Shorter test with three answer choices
 - Shorter reading passages
 - Simplified language

- Print styles simplified
- Charts, graphs, and tables simplified
- Fewer passages or items on each page
- 3. The ELSA is given to students who are eligible to receive English as a Second Language (ESL) services. The language for ELSA test items was simplified to help measure the intended content knowledge or skill. The content knowledge or skill being assessed was not simplified. ELSA test items may have been simplified in one or more of the following ways:
 - Wordiness decreased
 - Common words and simplest verb forms used
 - Words with multiple meanings avoided

- Concrete words used
- Sentence structure simplified
- Context simplified

If, after reading this document, you need further assistance with understanding the TCAP Achievement IPR, contact the student's teacher.

For additional information about the TCAP Achievement Test Program, visit the TCAP Achievement Test web page at http://www.state.tn.us/education/assessment/achievement.shtml.

Achievement Test (ACH) & English Linguistically Simplified Assessment (ELSA)

Reading/Language Arts, Mathematics, and Science

This section explains the test results presented on the student's Individual Profile Report (IPR) for the TCAP Achievement Test for Reading/Language Arts, Mathematics, and Science.

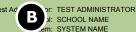
Tennessee Comprehensive **Assessment Program** (TCAP)

Individual Profile Report

TCAP Achievement Test - Spring 2012

FIRSTNAME M. LASTNAME

LISID: XXXXX9999 Birth Date: mm/dd/yyyy





Achievement Form C



Reading/Language Arts Test Results

Purpose: This report provides a comprehensive record of your student's performance on the Re ievement Test. It is a source of inf Arts portion of the TCA for instructional planning specific to your student and a point of reference for the teacher during Your Student's Individual Profile Report (IPR). companying brochure, Understa Your Student's Performance

Reporting Category is re following symbols:	epresented by the
Achievement Level (AL) Indicators	Scale Score Ranges
★ = Advanced	999 - 999
= Proficient	999 - 999

A graphic representation of your student's performance on the Reporting Categories of Reading/Language Arts is shown to the right. The Achievement Level achieved in each

)	Achievement Level (AL) Indicators	Scale Score Ranges
,	★ = Advanced	999 - 999
	= Proficient	999 - 999
		999 - 999
	△ = Below Basic	999 - 999

b	(AL) Indicators	•
7	★ = Advanced	999 - 999
	= Proficient	999 - 999
		999 - 999
	△ = Below Basic	999 - 999
N	Your Student's Sca	le Score is: 475

Achievement Level: Proficient

_		•						•								
Reporting Categories	Student Achievement Level	Student RCPI	0	10	20	30	Achie 40	50	ent Le	vel 70	80	90	100 :	RCPI Cut for Basic	RCPI Cut for Proficient	RCPI Cut for Advance
Language	*	85			İ	- 1	- : 1				_	>		20	43	84
Vocabulary	*	90	:		1	- 1						$\overline{\diamond}$	- :	17	33	83
Writing and Research	•	62	:	- :	- 1	- :			\rightarrow	- ;	- :	- :	:	21	39	78
Communication and Media	0	25	:	- 1	<u></u>	> ∓	-					- 1	- :	12	29	67
Logic	•	34	1		T:	-	◇ -:		_		- :	- :	- :	18	30	59
Informational Text	*	95	:			E			- :			Ξ	ΦΞ	29	44	77
Literature	•	32	:		T	-(-				- 1	- 1	:	22	32	60
Reading Composite	•	34	1		T	=	>		= ;		- :	- :	- :	18	30	59
Language Arts Composite	•	51	:	:	- 1	- :	-:	=	>		- 1	:	- :	21	49	79

The Reporting Category Performance Index (RCPI) is an estimate of the number of items your student would be expected to answer correctly if there had been 100 such items for the category.

This report shows that your student has an opportunity for improvement in: Communication and Media

Represents your Student's Reporting Category Performance Index (RCPI) Represents the Confidence Band

The line to the right and left of the RCPI symbol (\lozenge) represents the range in which your student would most likely score in a similar test experience.

Represents the Proficient range of the Reporting Category

Represents the RCPI necessary to achieve the Basic Achievement Level.

Your student's Achievement Level for Reading/Language Arts is Proficient.

Language: A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student typically understands and uses correctly a variety of sentence structures.

Communication: A student at this level demonstrates grade level mastery by typically using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically begins to differentiate between summarizing and paraphrasing. The student typically begins to distinguish between a summary and a critique. The student typically identifies the thesis, main points, and organizational structure of a speech

Writing: A student at this level demonstrates grade level mastery by typically writing in a variety of modes for a variety of purposes and audiences. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies for a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies. The student typically employs a variety of prewriting strategies for a variety of prewriting strategies. The student typically employs a variety of prewriting strategies for a variety of prewriting strategies. The student typically employs a variety of prewriting strategies for a variety of prewriting strategies. The student typically em

relevant information from a variety of primary and secondary sources. The student writes a research paper typically using a standard format with technology and graphics.

Logic: A student at this level demonstrates grade level mastery of the reading process. The student typically uses logic to make inferences and draw conclusions in a variety of oral and written contexts. The student typically analyzes test for logical relationships, including fact and opinion and cause-effect. The student typically explores deductive and inductive reasoning. The student typically analyzes communication for persuasive devices.

Informational Text: A student at this level demonstrates grade level mastery of the reading process. The student typically comprehends and summarizes the main ideas and supporting details of informational texts. The student typically

identifies the organizational structures of informational texts. The student typically canalyzes the text features of informational texts. The student typically reads, interprets, and analyzes the text features of informational texts.

Media: A student at this level demonstrates grade level mastery by typically analyzing media for their ability to inform, persuade, and entertain. The student typically examines the relationship between the visual and the verbal in media. The student typically recognizes how visual and sound techniques affect messages in various media. The student typically applies and adapts the principles of written composition to create coherent media productions. Literature: A student at this level demonstrates grade level mastery of the reading process. The student typically reads and comprehends a variety of works from various forms of literature. The student typically analyzes works of literature with regard to their historical periods. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres

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Section B features the student's teacher, school name, and school system.

Section C displays the name of the content area being reported.

Section D indicates the name of the test (Achievement, MAAS, ELSA, or Braille).

- **Section E** identifies the Achievement Levels using symbols. Scale scores are listed for the corresponding Achievement Levels. A description of each Achievement Level follows:
 - ★ Advanced Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are significantly prepared for the next level of study.
 - **Proficient** Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are prepared for the next level of study.
 - Basic Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are minimally prepared for the next level of study.
 - △ Below Basic Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are not prepared for the next level of study.
- **Section** F gives the student's scale score and overall Achievement Level for the test.
- **G** Section G lists the reporting categories for the content areas that are measured by the test.
- **B** Section H symbolizes the student's performance in each reporting category.
- **Section I** shows the student's score for each reporting category based on the Reporting Category Performance Index (RCPI). The RCPI is an estimate of the number of items the student would be expected to answer correctly if there had been 100 such items for that category.
- **Section J** represents the student's performance in each reporting category based on the RCPI. The graph allows you to see how close the student's score was to the next higher or lower Achievement Level.
 - The diamond (\Diamond) symbolizes the student's RCPI.
 - The bar () indicates the proficient range of the reporting category.
 - The line to the right and left of the student RCPI symbol (—) represents the range in which the student would most likely score in a similar test experience.
- **Section K** presents the RCPI required to reach the Basic, Proficient, and Advanced levels (cut scores shown are for display only).
- Section L provides information about knowledge and skills associated with the Achievement Levels.

Achievement Test (ACH) & English Linguistically Simplified Assessment (ELSA)

Social Studies

This section explains the test results presented on the student's Individual Profile Report (IPR) for the TCAP Achievement Test for Social Studies. The Social Studies IPR appears slightly different from the Reading/Language Arts, Mathematics, and Science IPR, because the Social Studies curriculum and achievement standards were not revised.

Tennessee Comprehensive **Assessment Program** (TCAP)

Individual Profile Report

TCAP Achievement Test - Spring 2012

FIRSTNAME M. LASTNAME USID: XXXXX9999 Birth Date: mm/dd/vvvv

or: TEST ADMINISTRATOR В I: SCHOOL NAME m: SYSTEM NAME

tudi



Achievement Form C



Purpose: This report provides a comprehensive record of your student's performance on the So instructional planning specific to your student and a point of reference for the teacher during a Student's Individual Profile Report (IPR).

Grade: 6

Your Student's Performance A graphic representation of your student's performance on the Reporting Categories of Social Studies is shown to the right. The

Achievement Level achieved in each Reporting Category is represented by the following symbols:

Achievement Level (AL) Indicators	Scale Score Ranges
★ = Advanced	999 - 999
= Proficient	999 - 999
O - Deless Bueffelest	000 000

Reporting Categories 10 20 30 40 50 60 70 90 100 RCPI 80 Leven 88 75 Economics 43 77 32 74 Governance and Civics Geography 99 47 85 World History: Prehistory – Ancient Civilization 95 40 72 World History: Dark Ages - Renaissance 25 39 69

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The Reporting Category Performance Index (RCPI) is an estimate of the number of items your student would be expected to a correctly if there had been 100 such items for the category.

This report shows that your student has an opportunity for improvement in: World History: Dark Ages - Renaissance

**** Represents your Student's Reporting Category Performance Index (RCPI) Represents the Confidence Band The line to the right and left of the RCPI symbol $\langle \rangle$ represents the range in which your student would most likely score in a similar test experience.

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Represents the Proficient range of the Reporting Category

our Student's Scale Score is: 254 Achievement Level: Advanced

Proficiency in 6th Grade Social Studies indicates sufficient evidence exhibited by, but not limited to, a student's ability to:

In Economics, recognize an example of a barter economy, identify major trade routes, identify disadvantages and advantages of nomadic and early farming lifestyles, recognize importance of development of early civilizations around rivers, and recognize importance of trade in later civilizations;

In Governance and Civics, recognize types of government, recognize steps giving rise to complex governmental organizations, identify development of written laws, and recognize roles assigned to individuals in various societies;

In Geography, identify the basic components of a world map, identify basic geographic forms, recognize the basic components of culture, identify the location of early civilizations on a map, identify geographic reasons for the location of population centers prior to 1500, use various maps to understand geographic and historical information, and recognize reasons cultural groups develop or settle in specific physical environments;

In World History: Prehistory - Ancient Civilization, identify the job characteristics of archaeologists, anthropologists, geologists, and historians, read a timeline and order events of the past between prehistory and the Renaissance recognize the types of early communities, identify types of artifacts by pictorial representation, recognize the forms of early world writing, identify major technological advances, recognize the designations for time dating, recognize major historical time periods, recognize the world's major religions and their founders, identify conclusions about early world historical events using primary and secondary sources, identify examples of groups impacting world history, identify the development of written and spoken languages, identify characteristics including economy, social relations, religion, and political authority of various societies, recognize possible causes of change in civilizations, recognize significant epics as historical sources, identify differences between various cultural groups, identify how early writing forms in Mesopolamia, Egypt, and the Indus Valley influenced life, and recognize impact of individuals on world history,

In World History: Dark Ages - Renaissance, identify differences between various culture groups, read a timeline and order events of the past between prehistory and the Renaissance, identify types of artifacts by pictorial representation, identify major technological advances, recognize the designations for time dating, recognize major historical time periods, identify the job characteristics of archeologists, anthropologists, geologists, and historians, identify examples of groups impacting world history, identify conclusions about early work historical events, recognize and order historical events on a timeline between the Middle Ages and Renaissance, identify development of written and spoken languages, identify directeristics including economy, social relations, religion, and political authority of various societies, recognize possible causes of changes in civilizations, identify impact of advances in technology on history, recognize how Renaissance changed nature of society, and recognize impact of individuals on world history.

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Section B features the student's teacher, school name, and school system.

Section C indicates the name of the content area being reported.

Section D provides the name of the test (Achievement, MAAS, ELSA, or Braille).

- **Section E** identifies the Achievement Levels using symbols. Scale scores are listed for the corresponding achievement levels. A description of each achievement level follows:
 - ★ Advanced Demonstrates an understanding of the application of complex concepts and skills of the content area.
 - Proficient Demonstrates general understanding of the essential concepts and skills of the content area.
 - O Below Proficient Demonstrates a lack of understanding of the essential concepts and skills of the content area.
- **Section F** gives the student's scale score and overall Achievement Level for the test.
- **G** Section G lists the reporting categories for the content areas that are measured by the test.
- **Section** H symbolizes the student's performance in each reporting category.
- Section I shows the student's score for each reporting category based on the Reporting Category Performance Index (RCPI). The RCPI is an estimate of the number of items the student would be expected to answer correctly if there had been 100 such items for that category.
- **Section** J represents the student's performance in each reporting category based on the RCPI. The graph allows you to see how close the student's score was to the next higher or lower achievement level.
 - The diamond (\Diamond) symbolizes the student's RCPI.
 - The bar () indicates the proficient range of the reporting category.
 - The line to the right and left of the student RCPI symbol (—) represents the range in which the student would most likely score in a similar test experience.
- **K** Section **K** presents the RCPI required to reach the Proficient and Advanced levels (cut scores shown are for display only).
- Section L provides information about knowledge and skills associated with the Achievement Levels.

Modified Academic Achievement Standards (MAAS) Assessment

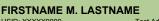
Reading/Language Arts, Mathematics, and Science

This section explains the test results presented on the student's Individual Profile Report (IPR) for the TCAP MAAS Achievement Test for Reading/Language Arts, Mathematics, and Science.

Tennessee Comprehensive Assessment Program (TCAP)

Individual Profile Report

TCAP Modified Academic Achievement Standards (MAAS) Test - Spring 2012

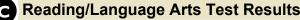


USID: XXXXX9999 Birth Date: mm/dd/yyyy Grade: 6

or: TEST ADMINISTRATOR В I: SCHOOL NAME m: SYSTEM NAME



MAAS Form C



Purpose: This report provides a comprehensive record of your student's performance on the Reinstructional planning specific to your student and a point of reference for the teacher during a Student's Individual Profile Report (IPR). Arts portion of the TC². AS Test. It is a source of informati ference. Please see mpanying brochure, Understand

Your Student's Performance

A graphic representation of your student's performance on the Reporting Categories of Reading/Language Arts is shown to the right. The Achievement Level achieved in each Reporting Category is represented by the following symbols

	Achievement Level (AL) Indicators	Scale Score Ranges
ß	★ = Advanced	999 - 999
U	= Proficient	999 - 999
Ī		999 - 999
	△ = Below Basic	999 - 999

Student Student Achievement Level										RCPI	RCPI	RCPI				
Reporting Categories	Achievement Level	RCPI	0	10	20	30	40	50	60	70	80	90	100	Cut for Basic	Cut for Proficient	Cut for Advanced
Language	*	85	-:-		Ī						Ţ	$\stackrel{\triangleright}{}$		20	43	84
Vocabulary	*	90		- :	T	- : 1	-		-		_	\diamond		17	33	83
Writing and Research	•	62	:	- 1	- 1				\diamond	-	•	- :		21	39	78
Communication and Media	•	25	:	- :[\perp	$\overline{+}$	-	-		= {	- :	- :		12	29	67
Logic	•	34		- 1	1	=	>-							18	30	59
Informational Text	*	95	-::			T				-		Ĭ	Υ.	29	44	77
Literature	•	32	:	- 1		-0	_	-		- :	- :	- :	- :	22	32	60
Reading Composite	•	34	:	- 1	1	7			= :	- 1	-	- :	:	18	30	59
Language Arts Composite	•	51	-:-		- 1			=	- :		= }	- :	:	21	49	79

Your Student's Scale Score is: 475 MAAS Achievement Level: Proficient

ready for the general assessment at their current grade level.

The Reporting Category Performance Index (RCPI) is an estimate of the number of items your student would be expected to answer correctly if there had been 100 such items for the category.

Represents your Student's Reporting Category Performance Index (RCPI) Represents the Confidence Band The line to the right and left of the RCPI symbol ((\(\frac{1}{2} \)) represents the range in which your student would most likely score in a similar test experience.

Represents the Proficient range of the Reporting Category

Represents the RCPI necessary to achieve the Basic Achievement Level.

As Documented through modified state assessment (MAAS), your student's Achievement Level for Reading/Language Arts is Proficient.

Language: A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the definition pronunciation, and usage of words and phrases. The student typically understands and uses correctly a variety of sentence structures.

Communication: A student at this level demonstrates grade level mastery by typically using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically begins to differentiate between summarizing and paraphrasing. The student typically begins to distinguish between a summary and a critique. The student typically identifies the thesis, main points, and organizational structure of a speech.

Writing: A student at this level demonstrates grade level mastery by typically writing in a variety of modes for a variety of purposes and audiences. The student typically employs a variety of prewriting strategies. The student typically relevant information from a variety of primary and secondary sources. The student with search contact in the variety of purposes a relevant with technology and graphics.

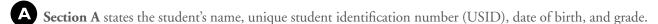
Logic: A student at this level demonstrates grade level mastery of the reading process. The student typically analyzes text for logical relationships, including fact and opinion and cause-effect. The student typically especies deductive and inductive reasoning. The student typically analyzes communication for persuasive devices. Informational Text: A student at this level demonstrates grade level mastery of the reading process. The student typically explores deductive and inductive reasoning. The student typically analyzes communication for persuasive devices. Informational Text: A student at this level demonstrates grade level mastery of the reading process. The student typically explores deductive and summarizes the main ideas and supporting details of informational texts. The student typically identifies the organizational structures of informational texts. The student typically reads, interprets, and analyzes the text features of informational texts.

Media: A student at this level demonstrates grade level mastery by typically analyzing media for their ability to inform, persuade, and entertain. The student typically examines the relationship between the visual and the verbal in media. The student typically recognizes how visual and sound techniques affect messages in various media. The student typically applies and adapts the principles of written composition to create coherent media productions.

Literature: A student at this level demonstrates grade level mastery of the reading process. The student typically reads and comprehends a variety of works from various forms of literature. The student typically analyzes works of literature with regard to their historical periods. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres

Page 1

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Section B features the student's teacher, school name, and school system.

Students who perform at this level demonstrate sufficient mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are almost

- **Section** C displays the name of the content area being reported.
- **Section D** indicates the name of the test (Achievement, MAAS, ELSA, or Braille).

- Section E identifies the MAAS Achievement Levels using symbols. Scale scores are listed for the corresponding MAAS Achievement Levels. A description of the MAAS Achievement Levels follows:
 - ★ Advanced Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are significantly prepared for the next level of study.
 - **Proficient** Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are prepared for the next level of study.
 - **■ Basic** Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are minimally prepared for the next level of study.
 - △ Below Basic Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are not prepared for the next level of study.
- **Section** F gives the student's scale score and overall MAAS Achievement Level for the test.
- **Section** G lists the reporting categories for the content areas that are measured by the test.
- **Section** H symbolizes the student's performance in each reporting category.
- **Section I** shows the student's score for each reporting category based on the Reporting Category Performance Index (RCPI). The RCPI is an estimate of the number of items the student would be expected to answer correctly if there had been 100 such items for that category.
- **Section** J represents the student's performance in each reporting category based on the RCPI. The graph allows you to see how close the student's score was to the next higher or lower Achievement Level.
 - The diamond (\Diamond) symbolizes the student's RCPI.
 - The bar () indicates the proficient range of the reporting category.
 - The line to the right and left of the student RCPI symbol (—) represents the range in which the student would most likely score in a similar test experience.
- **Section K** presents the RCPI required to reach the Basic, Proficient, and Advanced levels (cut scores shown are for display only).
- Section L relates the student's performance to the general Achievement assessment.
- Section M provides specific information about knowledge and skills associated with each MAAS Achievement Level.

Modified Academic Achievement Standards (MAAS) Assessment

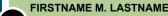
Social Studies

This section explains the test results presented on the student's Individual Profile Report (IPR) for the TCAP MAAS Assessment for Social Studies. The Social Studies IPR appears slightly different from the Reading/Language Arts, Mathematics, and Science IPR, because the Social Studies curriculum and achievement standards were not revised.

Tennessee Comprehensive Assessment Program (TCAP)

Individual Profile Report

TCAP Modified Academic Achievement Standards (MAAS) Test - Spring 2012



USID: XXXXX9999
Birth Date: mm/dd/yyyy
Grade: 6





MAAS Form C



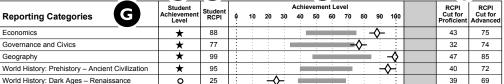
Social Studies Test Results

Scale Score Ranges

Purpose: This report provides a comprehensive record of your student's performance on the S planning specific to your student and a point of reference for the teacher during a parent-teach Individual Profile Report (IPR).

Your Student's Performance

cord of your student's performance on the Student's performance on the Student's performance on the Student's assessed the accompanion of the TCAP MAAS.



(AL) Indicators

★ = Advanced 999 - 999

■ = Proficient 999 - 999

O = Below Proficient 999 - 999

A graphic representation of your student's

Reporting Category is represented by the following symbols:

Achievement Level achieved in each

Achievement Level

performance on the Reporting Categories of Social Studies is shown to the right. The

The **Reporting Category Performance Index (RCPI)** is an estimate of the number of items your student would be expected to answer correctly if there had been 100 such items for the category.

This report shows that your student has an opportunity for improvement in: World History: Dark Ages – Renaissance

Represents your Student's Reporting Category Performance Index (RCPI)

— Represents the Confidence Band

The line to the right and left of the RCPI symbol (◊) represents the range in which your student would most likely score in a similar test experience.

is a source of information for inschure, Understanding Your Stu

Represents the Proficient range of the Reporting Category



Your Student's Scale Score is: 254 MAAS Achievement Level: Advanced

Students who perform at this level consistently demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are ready for the general assessment at their current grade level.

As documented through modified state assessment (MAAS), Proficiency in 6th Grade Social Studies indicates sufficient evidence exhibited by, but not limited to, a student's ability to:

M

In Economics, recognize an example of a barter economy, identify major trade routes, identify disadvantages and advantages of nomadic and early farming lifestyles, recognize importance of development of early civilizations around rivers, and recognize importance of trade in later civilizations;

In Governance and Civics, recognize types of government, recognize steps giving rise to complex governmental organizations, identify development of written laws, and recognize roles assigned to individuals in various societies;

In Geography, identify the basic components of a world map, identify basic geographic forms, recognize the basic components of culture, identify the location of early civilizations on a map, identify geographic reasons for the location of population centers prior to 1500, use various maps to understand geographic and historical information, and recognize reasons cultural groups develop or settle in specific physical environments;

In World History: Prehistory - Ancient Civilization, identify the job characteristics of archaeologists, anthropologists, geologists, and historians, read a timeline and order events of the past between prehistory and the Renaissance, recognize the types of artifacts by pictorial representation, recognize the forms of early world writing, identify major technological advances, recognize the designations for time dating, recognize major historical time periods, recognize the world's major religions and their founders, identify conclusions about early world historical events using primary and secondary sources, lentify examples of groups impacting world history, identify the development of written and spoken languages, identify characteristics including economy, social relations, religion, and political authority of various societies, recognize possible causes of change in civilizations, recognize significant epics as historical sources, identify differences between various cultural groups, identify how early writing forms in Mesopotamia. Egypt, and the Indus Valley influenced life, and recognize impact of individuals on world history.

In World History: Dark Ages - Renaissance, identify differences between various culture groups, read a timeline and order events of the past between prehistory and the Renaissance, identify types of artifacts by pictorial representation, identify major technological advances, recognize the designations for time dating, recognize major historical time periods, identify the job characteristics of archeologists, anthropologists, and historians, identify examples of groups impacting world history, identify conclusions about early work historical events, recognize and order historical events on a timeline between the Middle Ages and Renaissance, identify development of written and spoken languages, identify directeristics including economy, social relations, religion, and political authority of various societies, recognize possible causes of changes in civilizations, identify impact of advances in technology on history, recognize how Renaissance changed nature of society, and recognize impact of individuals on world history.

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Section A states the student's name, unique student identification number (USID), date of birth, and grade.



Section B features the student's teacher, school name, and school system.

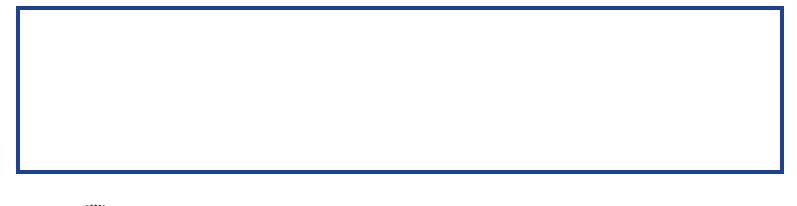


Section C displays the name of the content area being reported.



Section D indicates the name of the test (Achievement, MAAS, ELSA, or Braille).

- Section E identifies the MAAS Achievement Levels using symbols. Scale scores are listed for the corresponding MAAS Achievement Levels. A description of the MAAS Achievement Levels follows:
 - ★ Advanced Demonstrates an understanding of the application of complex concepts and skills of the content area.
 - **Proficient** Demonstrates general understanding of the essential concepts and skills of the content area.
 - O Below Proficient Demonstrates a lack of understanding of the essential concepts and skills of the content area.
- **Section** F gives the student's scale score and overall achievement level for the test.
- **G** Section G lists the reporting categories for the content areas that are measured by the test.
- **Section** H symbolizes the student's performance in each reporting category.
- Section I shows the student's score for each reporting category based on the Reporting Category Performance Index (RCPI). The RCPI is an estimate of the number of items the student would be expected to answer correctly if there had been 100 such items for that category.
- **Section J** represents the student's performance in each reporting category based on the RCPI. The graph allows you to see how close the student's score was to the next higher or lower Achievement Level.
 - The diamond (\Diamond) symbolizes the student's RCPI.
 - The bar () indicates the proficient range of the reporting category.
 - The line to the right and left of the student RCPI symbol (—) represents the range in which the student would most likely score in a similar test experience.
- **K** Section **K** presents the RCPI required to reach the Proficient and Advanced levels (cut scores shown are for display only).
- Section L relates the student's performance to the general Achievement assessment.
- **M** Section M provides specific information about knowledge and skills associated with each MAAS Achievement Level.





Understanding the Individual Profile Report (IPR)
TCAP Achievement Test and Modified Academic
Achievement Standards (MAAS) Assessment

Grades 3 - 8

Spring 2012 - Form C