

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

USID: XXXXX9999 Test Administrator: TEST ADMINISTRATOR

Birth Date: mm/dd/yyyy School: SCHOOL NAME

Grade: 6 System: SYSTEM NAME

Reading/Language Arts Test Results Achievement Form C

Purpose: This report provides a comprehensive record of your student's performance on the Reading/Language Arts portion of the TCAP Achievement Test. It is a source of information for instructional planning specific to your student and a point of reference for the teacher during the next conference. Please see the accompanying brochure, *Understanding Your Student's Individual Profile Report (IPR)*.

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 |
|-----------------------------------|--------------------|
| ★ = Advanced | 999 - 999 |
| ● = Proficient | 999 - 999 |
| ● = Basic | 999 - 999 |
| △ = Below Basic | 999 - 999 |

| Reporting Categories | Student Achievement Level | Student RCPI | Achievement Level | RCPI Cut for Basic | RCPI Cut for Proficient | RCPI Cut for Advanced |
|-------------------------|---------------------------|--------------|-------------------|--------------------|-------------------------|-----------------------|
| Language | ★ | 85 | | 20 | 43 | 84 |
| Vocabulary | ★ | 90 | | 17 | 33 | 83 |
| Writing and Research | ● | 62 | | 21 | 39 | 78 |
| Communication and Media | ● | 25 | | 12 | 29 | 67 |
| Logic | ● | 34 | | 18 | 30 | 59 |
| Informational Text | ★ | 95 | | 29 | 44 | 77 |
| Literature | ● | 32 | | 22 | 32 | 60 |
| Reading Composite | ● | 34 | | 18 | 30 | 59 |
| Language Arts Composite | ● | 51 | | 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 (◇) 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 Scale Score is: 475
Achievement Level: Proficient

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 organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student typically refines strategies for editing and revising written work.

Research: A student at this level demonstrates grade level mastery by typically defining and narrowing a research topic. The student typically makes distinctions about the validity of sources. The student typically gathers and uses 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 text 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 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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- A** Section A states the student's name, unique student identification number (USID), date of birth, and grade.
- B** Section B features the student's teacher, school name, and school system.
- C** Section C displays the name of the content area being reported.
- D** Section D indicates the name of the test (Achievement, MAAS, ELSA, or Braille).

E **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.

F **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.

H **Section H** symbolizes the student's performance in each reporting category.

I **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.

J **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 (◇) 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 Basic, Proficient, and Advanced levels (cut scores shown are for display only).

L **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 Test Administrator: TEST ADMINISTRATOR

Birth Date: mm/dd/yyyy School Name: SCHOOL NAME

Grade: 6 System Name: SYSTEM NAME

Social Studies Test Results Achievement Form C

Purpose: This report provides a comprehensive record of your student's performance on the Social Studies portion of the TCAP Achievement Test. It is a source of information for instructional planning specific to your student and a point of reference for the teacher during a conference. Please see the accompanying brochure, *Understanding Your Student's Individual Profile Report (IPR)*.

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 |
| ○ = Below Proficient | 999 - 999 |

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

| Reporting Categories | Student Achievement Level | Student RCPI | Achievement Level | | | | | | | | | | RCPI Cut for Proficient | RCPI Cut for Advanced |
|--|---------------------------|--------------|-----------------------------------|----|----|----|----|----|----|----|----|----|-------------------------|-----------------------|
| | | | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | | |
| Economics | ★ | 88 | [Progress bar with diamond at 88] | | | | | | | | | | 43 | 75 |
| Governance and Civics | ★ | 77 | [Progress bar with diamond at 77] | | | | | | | | | | 32 | 74 |
| Geography | ★ | 99 | [Progress bar with diamond at 99] | | | | | | | | | | 47 | 85 |
| World History: Prehistory – Ancient Civilization | ★ | 95 | [Progress bar with diamond at 95] | | | | | | | | | | 40 | 72 |
| World History: Dark Ages – Renaissance | ○ | 25 | [Progress bar with diamond at 25] | | | | | | | | | | 39 | 69 |

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.
 Represents the Proficient range of the Reporting Category

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 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, geologists, and historians, identify examples of groups impacting world history, identify conclusions about early world historical events, recognize and order historical events on a timeline between the Middle Ages and Renaissance, identify development of written and spoken languages, identify characteristics 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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- A** Section A states the student's name, unique student identification number (USID), date of birth, and grade.
- B** Section B features the student's teacher, school name, and school system.
- C** Section C indicates the name of the content area being reported.
- D** Section D provides the name of the test (Achievement, MAAS, ELSA, or Braille).

- E** **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.
 - **Below Proficient** – Demonstrates a lack of understanding of the essential concepts and skills of the content area.
- F** **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.
- H** **Section H** symbolizes the student’s performance in each reporting category.
- I** **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.
- J** **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 (◆) 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).
- L** **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

FIRSTNAME M. LASTNAME

USID: XXXXX9999 Test Administrator: TEST ADMINISTRATOR
 Birth Date: mm/dd/yyyy School Name: SCHOOL NAME
 Grade: 6 System Name: SYSTEM NAME

MAAS Form C

Reading/Language Arts Test Results

Purpose: This report provides a comprehensive record of your student's performance on the Reading/Language Arts portion of the TCAP MAAS Test. It is a source of information for instructional planning specific to your student and a point of reference for the teacher during a conference. Please see the accompanying brochure, *Understanding Your Student's Individual Profile Report (IPR)*.

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 |
|-----------------------------------|--------------------|
| ★ = Advanced | 999 - 999 |
| ● = Proficient | 999 - 999 |
| ● = Basic | 999 - 999 |
| △ = Below Basic | 999 - 999 |

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

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.

| Reporting Categories | Student Achievement Level | Student RCPI | Achievement Level (0-100) | RCPI Cut for Basic | RCPI Cut for Proficient | RCPI Cut for Advanced |
|-------------------------|---------------------------|--------------|--------------------------------------|--------------------|-------------------------|-----------------------|
| Language | ★ | 85 | 0-100 scale with RCPI 85 and diamond | 20 | 43 | 84 |
| Vocabulary | ★ | 90 | 0-100 scale with RCPI 90 and diamond | 17 | 33 | 83 |
| Writing and Research | ● | 62 | 0-100 scale with RCPI 62 and diamond | 21 | 39 | 78 |
| Communication and Media | ● | 25 | 0-100 scale with RCPI 25 and diamond | 12 | 29 | 67 |
| Logic | ● | 34 | 0-100 scale with RCPI 34 and diamond | 18 | 30 | 59 |
| Informational Text | ★ | 95 | 0-100 scale with RCPI 95 and diamond | 29 | 44 | 77 |
| Literature | ● | 32 | 0-100 scale with RCPI 32 and diamond | 22 | 32 | 60 |
| Reading Composite | ● | 34 | 0-100 scale with RCPI 34 and diamond | 18 | 30 | 59 |
| Language Arts Composite | ● | 51 | 0-100 scale with RCPI 51 and diamond | 21 | 49 | 79 |

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.
 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 organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student typically refines strategies for editing and revising written work.

Research: A student at this level demonstrates grade level mastery by typically defining and narrowing a research topic. The student typically makes distinctions about the validity of sources. The student typically gathers and uses 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 text 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 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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- A** Section A states the student's name, unique student identification number (USID), date of birth, and grade.
- B** Section B features the student's teacher, school name, and school system.
- C** Section C displays the name of the content area being reported.
- D** Section D indicates the name of the test (Achievement, MAAS, ELSA, or Braille).

E **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.

F **Section F** gives the student's scale score and overall MAAS Achievement Level for the test.

G **Section G** lists the reporting categories for the content areas that are measured by the test.

H **Section H** symbolizes the student's performance in each reporting category.

I **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.

J **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 (◇) 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 Basic, Proficient, and Advanced levels (cut scores shown are for display only).

L **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.

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

FIRSTNAME M. LASTNAME
 USID: XXXXX9999
 Birth Date: mm/dd/yyyy
 Grade: 6

Test Administrator: TEST ADMINISTRATOR
 School Name: SCHOOL NAME
 System Name: SYSTEM NAME

Social Studies Test Results MAAS Form C

Purpose: This report provides a comprehensive record of your student's performance on the Social Studies portion of the TCAP MAAS Assessment. It is a source of information for instructional planning specific to your student and a point of reference for the teacher during a parent-teacher conference. Please see the accompanying brochure, *Understanding Your Student's Individual Profile Report (IPR)*.

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 |
| ○ = Below Proficient | 999 - 999 |

| Reporting Categories | Student Achievement Level | Student RCPI | Achievement Level | | | | | | | | | | RCPI Cut for Proficient | RCPI Cut for Advanced |
|--|---------------------------|--------------|----------------------------|----|----|----|----|----|----|----|----|----|-------------------------|-----------------------|
| | | | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | | |
| Economics | ★ | 88 | [Progress bar showing 88%] | | | | | | | | | | 43 | 75 |
| Governance and Civics | ★ | 77 | [Progress bar showing 77%] | | | | | | | | | | 32 | 74 |
| Geography | ★ | 99 | [Progress bar showing 99%] | | | | | | | | | | 47 | 85 |
| World History: Prehistory – Ancient Civilization | ★ | 95 | [Progress bar showing 95%] | | | | | | | | | | 40 | 72 |
| World History: Dark Ages – Renaissance | ○ | 25 | [Progress bar showing 25%] | | | | | | | | | | 39 | 69 |

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**

Legend:
 ◇ 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.
 ■ 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:

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 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 archaeologists, anthropologists, geologists, and historians, identify examples of groups impacting world history, identify conclusions about early world historical events, recognize and order historical events on a timeline between the Middle Ages and Renaissance, identify development of written and spoken languages, identify characteristics 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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- A** Section A states the student's name, unique student identification number (USID), date of birth, and grade.
- B** Section B features the student's teacher, school name, and school system.
- C** Section C displays the name of the content area being reported.
- D** Section D indicates the name of the test (Achievement, MAAS, ELSA, or Braille).

- E** **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.
 - **Below Proficient** – Demonstrates a lack of understanding of the essential concepts and skills of the content area.
- F** **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.
- H** **Section H** symbolizes the student’s performance in each reporting category.
- I** **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.
- J** **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 (◇) 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).
- L** **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