

Understanding Your Student's Individual Profile Report (IPR)



Tennessee Comprehensive Assessment Program (TCAP)

Spring 2010 - Form A





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Introduction

This document was prepared to help parents understand the Achievement test results. 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 ACH, MAAS, and ELSA tests are criterion-referenced tests that are required by the federal No Child Left Behind (NCLB) legislation. For additional information about the No Child Left Behind Act, visit the NCLB Web page at <http://www2.ed.gov/nclb/landing.jhtml>.

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 2010 Achievement Tests were aligned with new curriculum standards for reading/language arts, mathematics, and science. The social studies curriculum standards were not revised. As you know, students this year completed their first round of learning and testing under the state's new and higher standards. Sometimes test scores and grades dip when schools put in place higher standards. For additional information on the Tennessee curriculum and what your student should be learning at his or her grade level, visit the Division of Teaching and Learning web page at <http://state.tn.us/education/curriculum.shtml>.

There are three different types of tests that make up the TCAP Achievement Program: (1) the Achievement Test, (2) the Modified Academic Achievement Standards Assessment, and (3) the English Linguistically Simplified Assessment.

1. The Achievement Test (ACH) is the general assessment for grades 3-8.
2. The Modified Academic Achievement Standards (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. MAAS is challenging for eligible students whose disability has prevented them from attaining grade-level proficiency. MAAS is an assessment that is based on grade-level content standards. The MAAS Test 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 English Linguistically Simplified Assessment (ELSA) is given to students who are eligible to receive English as a Second Language (ESL) services. Students who have transitioned out of ESL programs are not eligible to take the ELSA Test. The English Linguistically Simplified Assessment (ELSA) is given to students who are eligible to receive English as a Second Language (ESL) services. Students who have transitioned out of ESL programs are not eligible to take the ELSA Test. 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 Individual Profile Report (IPR), contact your students'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 document explains the test results presented on your 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 2010



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

B Teacher: LASTNAME, FIRSTNAME
School: SCHOOL NAME
System: SYSTEM NAME

C Reading/Language Arts Test Results **D Achievement Form A**

E **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)*.

F **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

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

Reporting Categories	Student Achievement Level	Student RCPI	Achievement Level	RCPI for Basic	RCPI for Proficient	RCPI 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

H The **Reporting Categories 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.

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

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

K Represents the Confidence Band

L 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.

M Represents the Proficient range of the Reporting Category

N Represents the RCPI necessary to achieve the Basic Achievement Level.

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

P **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.

Q **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.

R **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 identifies the thesis, main points, and organizational structure of a speech. 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.

S **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.

T **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.

U **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.

V **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.

W **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 A states your student's name, unique student identification number (USID), date of birth, and grade.

Section B features your 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, or ELSA).

Section E identifies the achievement levels using symbols. Scale scores are listed for the corresponding achievement levels. A description of each achievement level follows:

- △ **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.
- **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.
- **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.
- ★ **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.

Section F gives your student's scale score and overall achievement level for the content area.

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

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

Section I shows your 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 your student would be expected to answer correctly if there had been 100 such items for that category.

Section J represents your student's performance in each reporting category based on the RCPI. The graph allows you to see how close your student's score was to the next higher or lower achievement level.

The Diamond (◇) symbolizes your student's Reporting Category Performance Index (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 your student would most likely score in a similar test experience.

Section K presents the RCPI required to reach the Basic, Proficient, and Advanced levels.

Section L provides information about knowledge and skills associated with the student's achievement level.

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


Social Studies

This document explains the test results presented on your student's Individual Profile Report (IPR) for the TCAP Achievement Test for social studies. The social studies IPR looks a little different from the other content areas since the curriculum and achievement standards for social studies Use latest ELSA IPR were not revised.

The social studies IPR appears a bit different from the reading/language arts, mathematics, and science IPRs since the social studies curriculum was not revised.

**Tennessee
Comprehensive
Assessment Program
(TCAP)**

Individual Profile Report
TCAP Achievement Test – Spring 2010



Section A

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

Section B

Teacher: LASTNAME, FIRSTNAME
 School: SCHOOL NAME
 System: SYSTEM NAME

Section C

Social Studies Test Results

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 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

Section D

Achievement ELSA Form A

Reporting Categories	Student Achievement Level	Student RCPI	Achievement Level	RCPI for Proficient	RCPI for Advanced
Economics	★	88		43	75
Governance and Civics	★	77		32	74
Geography	★	99		47	85
World History: Prehistory – Ancient Civilization	★	95		40	72
World History: Dark Ages – Renaissance	○	25		39	69

The Reporting Categories 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

Section E

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

Section L

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

Section B features your 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, or ELSA).

Section E identifies the achievement levels using symbols. Scale scores are listed for the corresponding achievement levels. A description of each achievement level follows:

- **Below Proficient** – Demonstrates a lack of understanding of the essential concepts and skills of the content area.
- **Proficient** – Demonstrates general understanding of the essential concepts and skills of the content area.
- ★ **Advanced** – Demonstrates an understanding of the application of complex concepts and skills of the content area.

Section F gives your student's scale score and overall achievement level for the content area.

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

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

Section I shows your 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 your student would be expected to answer correctly if there had been 100 such items for that category.

Section J represents your student's performance in each reporting category based on the RCPI. The graph allows you to see how close your student's score was to the next higher or lower achievement level.

The Diamond (◇) symbolizes your student's Reporting Category Performance Index (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 your student would most likely score in a similar test experience.

Section K presents the RCPI required to reach the Proficient and Advanced levels.

Section L provides specific information about the skills assessed within each reporting category.

Modified Academic Achievement Standards (MAAS) Assessment

Reading/Language Arts, Mathematics, and Science

This document explains the test results presented on your 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 2010

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

B Teacher: LASTNAME, FIRSTNAME
School: SCHOOL NAME
System: SYSTEM NAME

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

D **MAAS Form A**

Reporting Categories	Student Achievement Level	Student RCPI	Achievement Level	RCPI for Basic	RCPI for Proficient	RCPI 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

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

F 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 ready for the general assessment at their current grade level.

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

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

Section B features your 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, or ELSA).

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:

- △ **Below Basic** – Students who perform at this level have not demonstrated partial 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 not ready for the general assessment at their current grade level.
- **Basic** – Students who perform at this level have demonstrated partial 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 not ready for the general assessment at their current grade level.
- **Proficient** – 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 ready for the general assessment at their current grade 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.

Section F gives your student's scale score and overall MAAS achievement level for the content area.

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

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

Section I shows your 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 your student would be expected to answer correctly if there had been 100 such items for that category.

Section J represents your student's performance in each reporting category based on the RCPI. The graph allows you to see how close your student's score was to the next higher or lower achievement level.

The Diamond (◇) symbolizes your student's Reporting Category Performance Index (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 your student would most likely score in a similar test experience.

Section K presents the RCPI required to reach the Basic, Proficient, and Advanced levels.

Section L relates your student's performance to the general Achievement assessment.

Section M provides information about knowledge and skills associated with the student's MAAS achievement level.

Modified Academic Achievement Standards (MAAS) Assessment

Social Studies

This document explains the test results presented on your student's Individual Profile Report (IPR) for the TCAP Achievement Test for social studies. The social studies IPR looks a little different from the other content areas since the curriculum and achievement standards for social studies were not revised.

**Tennessee
Comprehensive
Assessment Program
(TCAP)**

Individual Profile Report
TCAP Modified Academic Achievement Standards (MAAS) Test – Spring 2010

FIRSTNAME M. LASTNAME

USID: XXXXX9999

Birth Date: mm/dd/yyyy

Grade: 6

Teacher: LASTNAME, FIRSTNAME

School: SCHOOL NAME

System: SYSTEM NAME

Social Studies Test Results MAAS Form A

Purpose: This report provides a comprehensive record of your student's performance on the Social Studies portion of the TCAP MAAS Test. This 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 letter, *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 for Proficient	RCPI for Advanced			
			0	10	20	30	40	50	60	70	80	90			100		
Economics	★	88														43	75
Governance and Civics	★	77														32	74
Geography	★	99														47	85
World History: Prehistory – Ancient Civilization	★	95														40	72
World History: Dark Ages – Renaissance	○	25														39	69

The **Reporting Categories 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 (◆) 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 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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Section A states your student's name, unique student identification number (USID), date of birth, and grade.

Section B features your 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, or ELSA).

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:

- **Below Proficient** – Demonstrates a lack of understanding of the essential concepts and skills of the content area.
- **Proficient** – Demonstrates general understanding of the essential concepts and skills of the content area.
- ★ **Advanced** – Demonstrates an understanding of the application of complex concepts and skills of the content area.

Section F gives your student's scale score and overall achievement level for the content area.

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

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

Section I shows your 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 your student would be expected to answer correctly if there had been 100 such items for that category.

Section J represents your student's performance in each reporting category based on the RCPI. The graph allows you to see how close your student's score was to the next higher or lower achievement level.

The Diamond (◇) symbolizes your student's Reporting Category Performance Index (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 your student would most likely score in a similar test experience.

Section K presents the RCPI required to reach the Proficient and Advanced levels.

Section L relates your student's performance to the general Achievement assessment.

Section M provides specific information about the skills assessed within each reporting category.







Tennessee Comprehensive Assessment Program (TCAP)

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