



Department of
Education



School Guide to Being TNReady

Tennessee Department of Education | March 2016



TNReady

Our goal is for all Tennessee students to be ready for college and the workforce. We give assessments in order to ensure that our students are on a path to success after graduation. Since 1988, students have taken the Tennessee Comprehensive Assessment Program (TCAP) test to assess their progress. We have improved the TCAP in order to better measure what our students know and can do. This new and improved TCAP assessment is called TNReady, and it will replace the math and English language arts assessments for grades 3-11.

How will this guidebook help me prepare my teachers and students for the upcoming school year?

This guidebook is designed to walk you through changes to the state's math and English language arts TNReady TCAP tests. In the pages that follow, you will find details about when your school will take TNReady, when you'll see student results, what supports will be available to students, and what the test will look like with the transition to paper and pencil. The guidebook also touches on other TCAP tests.

If you have questions or suggestions for additional resources, please email us at TNReady.questions@tn.gov.

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TNReady Overview

TNReady is the state's new and improved TCAP test for English language arts and math in grades 3-11. It will provide us with more and better information about our students' progress. The new TNReady TCAP tests are designed to assess true student understanding, not just basic memorization and test-taking skills. TNReady will measure students' understanding of our current state standards in English language arts and math rather than the SPIs (State Performance Indicators), which previously determined what students should know at the end of each year.

TNReady will provide us with more and better information about our students' progress.

TNReady is more than just a new TCAP. It is a new way to assess what our students know and what we can do to help them succeed in the future. TNReady will provide parents, students, and teachers a fine-tuned academic check-up each year to ensure all students are moving forward, are on track to graduate from high school, and will be successful in postsecondary and the workplace.

We've included additional details in this guidebook to address key topics about TCAP assessments, especially TNReady, for the 2015-16 school year. You can access additional information on our website at tn.gov/TNReady.

The infographic is titled "Why TNReady?" and is divided into four vertical columns, each with a distinct background color and an icon. The first column (light blue) features a graduation cap icon and text about college and work expectations. The second column (light green) features a lightbulb icon and text about showing knowledge in new ways. The third column (orange) features a bar chart icon and text about providing information for teachers and parents. The fourth column (grey-blue) features a globe icon and text about promoting real-world problem solving. A black banner at the bottom contains the title "Why TNReady?" in white text.

Develops skills that are in line with college and work expectations	Allows students to show what they know in new ways	Provides better information for teachers and parents	Promotes real-world problem solving
			

Why TNReady?

Why did the department make the decision to transition to the paper and pencil test?

Over the past few months, the department and districts worked together to strengthen our technology infrastructure and prep systems and devices across the state, and we were prepared for everything we could control. But on Monday, Feb. 8, a new issue we had not experienced before caused a network outage at the test vendor's site that interrupted testing for some students. This was unexpected and disappointing.

Tennessee is committed to moving toward a computer-based assessment in the long-term.

Ultimately, this operational and network failure combined with the additional issues we had been mending almost daily over the past months caused us to lose confidence in our test vendor's ability to provide students with an online platform that could perform reliably and consistently during testing.

We decided we could not risk having students and educators spend additional time on a platform that showed inconsistent performance. In order to protect our students' instructional time and better ensure they have a positive test experience, we decided to move all students to a paper-and-pencil version of TNReady for both Part I and Part II for the rest of this school year.

Even with this current change, Tennessee is committed to moving toward a computer-based assessment in the long-term. Technology is part of the real world for which we need to prepare our students. We believe that the numerous steps the state, our districts, and our schools have taken over this past year to get ready will both support this transition and, most importantly, our students' education. We have always said students shouldn't learn how to use a computer just to take a test. These adjustments will strengthen our schools' ability to use technology, and ultimately help our students be prepared for the real world.

What to know about TNReady

1

TNReady is designed to measure students' real understanding of the material, not just basic memorization and test-taking skills.



2

TNReady replaces the previous math and English language arts TCAP tests. There will be no additional state tests for English language arts and math.

3

The results from TNReady will provide parents and teachers with more and better information about what students know.

4

The best preparation for TNReady comes from strong instruction in the classroom every day.

5

TNReady provides students multiple ways to show what they know and can do.

6

Nearly 200 Tennessee educators are informing how the test is scored.

7

TNReady has fewer and better questions than the former TCAP tests in math and English language arts.

8

There is no set number of students who fall into each performance level category (ex. proficient, advanced)

9

TNReady will adapt over time as our math and English language arts standards are revised and improved.



10

Because this is a new and different type of test, we expect student proficiency to drop- but then quickly rise again as students and teachers get used to the new assessment and higher expectations.

Social Studies & Science TCAP Tests

Social Studies

Students will take a new and improved TCAP social studies assessment during the 2015-16 school year. The social studies test will be based on social studies standards implemented for the first time last year, the 2014-15 school year. The new and improved social studies TCAP will be taken on paper this year. Similar to TNReady, the social studies test will also include a writing portion that requires students to support their answers with evidence from a reading passage(s).

We recommend that you bookmark the department web page focused on assessment in Social Studies/U.S. History: <https://www.tn.gov/education/topic/social-studies-assessment>.

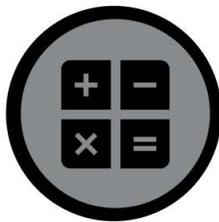
Science

The science TCAP will look very similar to the test given during the 2014-15 school year. It will be administered via paper and pencil during the 2015-16 school year.

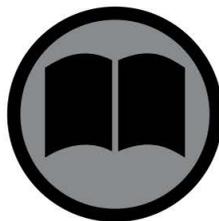
TESTED SUBJECTS for 2015-16 Year

Math English Language Arts Social Studies Science

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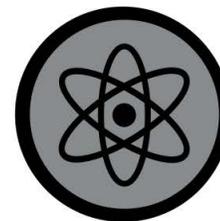
The TNReady TCAP test will replace the state's previous math TCAP test. The math section of TNReady will be given in two parts. Unlike previous TCAP math tests, the new TNReady test will ask students to solve some multi-step problems.



The TNReady TCAP will replace the state's previous TCAP test in English language arts. The English section of TNReady will be given in two parts. Writing is included in English TNReady. Unlike previous TCAP English tests, some questions on this test will ask students to support their answers with evidence from a passage they just read on the test.



Students will take a new and improved social studies TCAP test for the first time during the 2015-16 school year. This test will be given in two different parts throughout the year. Unlike previous TCAP tests, it will ask students to complete an essay question and support their answers with evidence from a passage they just read on the test.



The science TCAP will be very similar to last year's and will only be given via paper and pencil.

TNReady Test Questions

TNReady will test a deeper level of student knowledge than previous TCAP tests in math and English language arts. In reading and writing, students will read from texts and provide some written responses to support their answers. In math, students will solve multi-step problems, many without using a calculator, to show what they know. Similar to how you assess your students' learning in a variety of ways during the school year through writing assignments, visual projects, multiple-choice questions, etc., TNReady will give your students a variety of ways to show what they know and can do.

TNReady will give students a variety of ways to show what they know and can do.

In order to demonstrate the differences in test questions, on the following pages you will see a few side-by-side question comparisons between the previous TCAP tests and the new TNReady test. The correct answers are indicated in orange.



Flip the page to see a comparison of test questions.

Grade 3 English language arts

(Old) TCAP Example Question

Read this summary of the speech.

(1) Matt was excited to play his first hockey game. (2) He felt scared and had trouble focusing. (3) Matt asked his parents for advice. (4) His coach made him feel better, and he was able to play the game.

Which sentence does not belong in the summary?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

(New) TNReady Example Question

Number the details in the correct order that they happened in the passage. Order from 1-6.

The entire passage is located in the last section of this guidebook called "Resources."

A well-dressed man asked to see Mr. Jefferson.	4
Mr. Jefferson refused to go back to the hotel.	6
The landlord said he had no rooms.	3
Men sat by the door of a hotel in Baltimore.	1
A man covered in mud asked for a room at the hotel.	2
The landlord apologized to Mr. Jefferson.	5

Grade 3 Mathematics

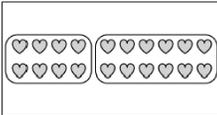
(Old) TCAP Example Question

Jennifer has 20 heart stickers. She separated these stickers into 2 equal groups. Which model best represents the number of heart stickers in each group?

A.



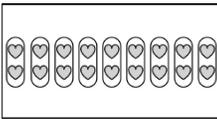
C.



B.



D.



(New) TNReady Example Question

Lucas has 45 pencils.

- He places the pencils into 5 groups, using all the pencils.
- Each group has the same number of pencils.

Part A

Enter an equation that can be used to find the number of pencils, p , in each group.

$45 \div 5 = p$

Part B

Enter the number of pencils in each group.

9

Grade 6 Mathematics

(Old) TCAP Example Question

Danielle had \$33.58. She spent \$19.99 of this money on art supplies. How much money should Danielle have left?

- A. \$53.57
- B. \$26.41
- C. \$14.58
- D. \$13.59**

(New) TNReady Example Question

Leo and his friend went to the Burger Shack for dinner. The menu is shown below.

Burgers & Hot Dogs	Sides
Hot dog — \$1.50	Fries — \$0.85
Chili dog — \$2.25	Onion rings — \$1.65
Hamburger — \$2.85	Fruit cup — \$2.05
Cheeseburger — \$3.15	

Leo ordered 2 cheeseburgers and 2 fruit cups. What was the total cost?

- A. \$2.20
- B. \$6.71
- C. \$9.80
- D. \$10.40**

Grade 7 English language arts

(Old) TCAP Example Question

Read the passage titled “Somebody’s Daughter,” and answer the question below.

The entire passage is located in the last section of this guidebook called “Resources.”

The character of Papa is mainly revealed through

- A. what the author tells us.
- B. what other characters say about him.
- C. what he says.
- D. what he thinks.

(New) TNReady Example Question

Read the passage titled “Galileo and the Lamps,” and answer the questions below. *The entire passage is*

located in the last section of this guidebook called “Resources.”

Part A

Based on the passage, how did seeing the lamps in the cathedral influence Galileo?

- A. He discovered a better method for lighting the lamps.
- B. He became interested in science for the first time.
- C. He noticed an unusual property of pendulums.
- D. He learned how to attach pendulums to timepieces.

Part B

Select the section of text that best supports your answer in Part A. *Students will have options pre-selected from the text and will choose the correct one.*

One evening when he was only eighteen years old he was in the cathedral at Pisa at about the time the lamps were lighted. The lamps – which burned only oil in those days – were hung by long rods from the ceiling. When the lamplighter knocked against them, or the wind blew through the cathedral, they would swing back and forth like pendulums. Galileo noticed this. Then he began to study them more closely.

He saw that those which were hung on rods of the same length swung back and forth, or vibrated, in the same length of time. Those that were on the shorter rods vibrated much faster than those on the longer rods. As Galileo watched them swinging to and fro he became much interested. Millions of people had seen lamps moving in this same way, but not one had ever thought of discovering any useful fact connected with the phenomenon.

Algebra (high school)

(Old) TCAP Example Question

Which list shows the numbers arranged from greatest to least?

- A. $\sqrt{11}$, 4.1, 4.065, 2.5
- B. 4.1, 4.065, $\sqrt{11}$, 2.5
- C. $\sqrt{11}$, 4.065, 4.1, 2.5
- D. 4.1, 4.065, 2.5, $\sqrt{11}$

(New) TNReady Example Question

A multiplication table is shown. Check each box in the table for which the product of the row and column equals a rational number.

	$-\frac{2}{3}$	$\sqrt{30}$	9.4	π
$-\frac{2}{3}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$\sqrt{30}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
π	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing (high school)

(Old) TCAP Example Question

The Supreme Court has ruled that random drug testing is constitutional for students who take part in sports or any other extracurricular activities. To further deter and prevent drug abuse, some are calling for the random drug testing of all students.

Write an essay in which either (1) you support random drug testing of all students or (2) you oppose random drug testing of all students.

Persuade the reader of your essay to accept your position. Defend your opinion with specific reasons and examples.

Students were not asked to read or use evidence from any text(s) for their essay.

(New) TNReady Example Question

Two passages will be provided to students to write their essay. Both passages are located in the last section of this guidebook called "Resources."

Write an informational essay about how technology is aiding investigators who are searching for missing and stolen works of art and documents. Your essay must be based upon ideas, concepts, and information that can be determined through analysis of the two passages.

Write your answer in the space provided.

Testing Seat Time

The total testing time during the 2015-16 school year will be similar to the total testing time last year. The TNReady test in math and English language arts will be given in two parts that are approximately 9 weeks apart. Students will take the first part in February/March and the second part in April/May. You can view a detailed assessment window calendar [here](#).

The graphs below show an overview of how much time students spend taking state-required tests in comparison to the total time they are in school. Then, the charts on the following pages show how much time students spent testing in each grade level on the 2014-15 TCAP and how much time they will spend taking tests, including TNReady, in the 2015-16 school year.

Amount of Time Students Spend Taking State-Required Tests vs. Total Time of School Year

2014-15 School Year
TCAP Scheduled Testing Time



Hours students are required to be in school during the school year when they are not taking state-required tests

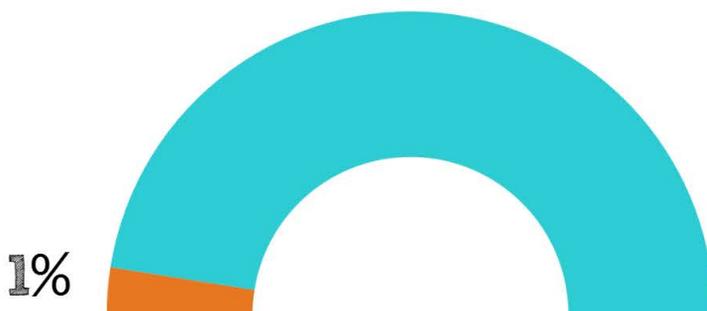
Average hours students spent taking state-required TCAP tests in all subjects during the 2014-15 school year. */**

** If a range of times was given for the testing window in a given subject area, the calculations here represent the longest time in the window that a student could be testing.*

*** This calculation is based on an average of hours spent testing among the three grade groups: Grades 3-5, Grades 6-8, and High School.*

2015-16 School Year
TCAP Scheduled Testing Time

Includes the new TNReady TCAP test



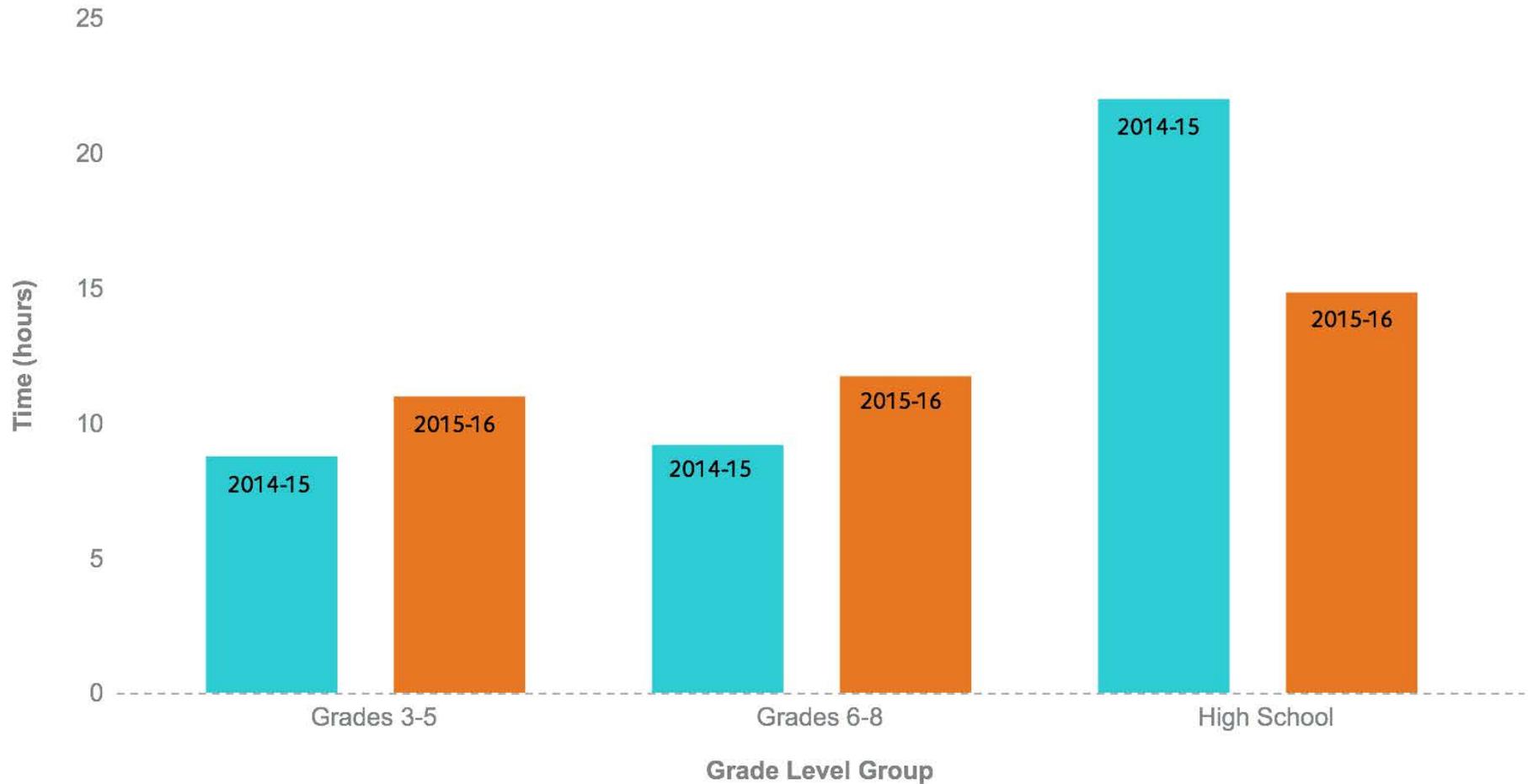
Hours students are required to be in school during the school year when they are not taking state-required tests

Average hours students will spend taking TCAP tests in all subjects during the 2015-16 school year. This includes the new TNReady TCAP test. */**

** If a range of times was given for the testing window in a given subject area, the calculations here represent the longest time in the window that a student could be testing.*

*** This calculation is based on an average of hours scheduled for testing among the three grade groups: Grades 3-5, Grades 6-8, and High School.*

Total Time Students Spend Taking State-Required Tests by Grade Level



■ Total time students spent taking state-required TCAP tests in all subjects during the 2014-15 school year*

■ Total time students will spend taking state-required TCAP tests in all subjects during the 2015-16 school year. This includes the new TNReady TCAP test*

*Note: If a range of times was given for the testing window in a given subject area, the calculations here represent the longest time in the window that students could be testing.

Grade Levels	Subjects	Average Testing Time in Minutes for State-Required Tests	
		2014-15 TCAP	2015-16 TCAP Includes the new TNReady test
Grades 3-5	English language Arts + Writing	226	Part I: 150 Part II: 140 Total: 290
	Math	83-92	Part I: 55 Part II: 80 Total: 135
	Science	95-104	95-104
	Social Studies	92-104	Part I: 45*** Part II: 100 Total: 145
Grades 6-8	English language Arts + Writing	260	Part I: 180 Part II: 140 Total: 320
	Math	83	Part I: 60 Part II: 90 Total: 150
	Science	95	95
	Social Studies	92	Part I: 45*** Part II: 90 Total: 135
High School	English I, II, and III + Writing *	240-360	Part I: 180 Part II: 170 Total: 350
	Math I, II, and III */**	120-240	Part I: 90 Part II: 120 Total: 210
	Biology *	120-240	75
	Chemistry *	120-240	75
	U.S. History *	120-240	Part I: 90*** Part II: 90 Total: 180

* All high school subjects were previously untimed. These estimates are based on school testing schedules.

**High school math courses will include either Math I, II, and III OR Algebra I, II, and Geometry course sequence. Either course sequence has the same test time for TNReady.

***Based on data from the social studies field test, testing time in social studies was increased on July 28, 2015 to allow students more time on task during Part I.

Notes:

For all grades, ELA Part I is comprised of two, equally-timed subtests. For all grades and subjects, Part II is comprised of two, equally-timed subtests.

The estimated time for TNReady includes 25-50 percent more time per question than on the prior TCAP for English and math. This ensures that all students have plenty of time to answer each test question, while also keeping each TNReady test short enough to fit into a school's regular daily schedule.

You will notice a small increase in testing time for grades 3-5 because students in grades 3-5 will write two essays (instead of one essay like in previous years) during Part I of English language arts. This is because one of the essays will be scored for your students report and the other essay will be used to inform testing design in future years. Also, in order to measure critical thinking and problem solving skills, a Part I has been added to math and social studies. 14

What are the testing conditions, accessibility features, and accommodations available?

Test administration conditions are specific testing situations that may be offered to any student in order to provide a comfortable and distraction-free testing environment. Some examples include:

- Using a special pencil or pencil grip.
- Using devices that allow the student to see the test (i.e., glasses, contacts)
- Reading the test quietly to himself/herself as long as other students are not disrupted.
- Using blank scratch or graph paper provided by the test administrator; graphic organizers are not allowed for use as a testing condition.

Testing accommodations are available only to students with a disability served under an Individual Education Program (IEP), 504 Plan, or students classified as English Learners. Please see the charts below which defines each category per content area.

Testing Conditions	ELA / SS			Math			Science		
	IEP / 504	EL	Any	IEP / 504	EL	Any	IEP / 504	EL	Any
Flexible Setting / Small Group			X			X			X
Student Reads Aloud to Self			X			X			X
Noise Buffer/FM System			X			X			X
Blank scratch or graph paper			X			X			X

Accessibility Features for All (identified in advance)	ELA / SS			Math			Science		
	IEP / 504	EL	Any	IEP / 504	EL	Any	IEP / 504	EL	Any
Magnification / Color Overlays / Masking			X			X			X
Read Aloud / Human Signer for Test Items	X					X	X	X	

Accommodations	ELA / SS			Math			Science		
	IEP / 504	EL	Any	IEP / 504	EL	Any	IEP / 504	EL	Any
Adult Transcription / Scribe	X			X					X
Assistive Technology (speech-to-text, word prediction)	X			X			X		
Braille/Large Print	X			X					X
Calculator						N/A*	X		
Extended Time	X	X		X	X		X	X	
Manipulatives							X		
Prompting Upon Request							X		
Rest / Breaks / Multiple Same Day Sessions	X	X		X	X				X
Read Aloud / Human Signer for Test Items	X					X	X	X	
Visual Representations for Math				X					
Word-to-Word Dictionary		X			X			X	

*A calculator is required for all students on calculator-allowed subtests. No students may access a calculator during the calculator-prohibited subtests.

Will alternate assessments be impacted?

The decision to move to a paper format for TNReady will not impact the online administration for MSAA. The online format for MSAA was specially designed for students with significant cognitive disabilities and will adjust the complexity of the items based on student responses.

ACCESS for English Learners (ELs) will also not be impacted during this transition. The online format for ACCESS for ELs is designed for the English Learner and will adjust the complexity of the items based on the student responses. Grades 1–3 will continue to receive paper booklets for the writing assessment and kindergarten will remain a paper based test, as will the Alternate ACCESS.

TNReady Practice Tools

While the best preparation for TNReady will be strong instruction every day, we know that teachers need additional tools to prepare for the school year. TNReady practice tools are available online. Teachers will have access to two banks of TNReady questions.

Item Sampler

The item sampler provides a sample of every *major* of question that will be included on TNReady. Teachers currently have access to the item sampler online via the MICA platform, which can be accessed from anywhere at www.micatime.com. Beginning in September 2015, students will also have access to this bank of questions, allowing them to practice with each question *type*.

Parent Access to Practice Questions

Parents already have access to practice questions online at support.micatime.com. The practice questions cover content in math and English language arts by grade level. These practice questions also allow parents to try out the built-in support features (e.g., highlighter, notepad, answer eliminator, etc.) that will be available to all students during the actual TNReady test. Students and families received access to additional practice questions on the item sampler in September.

Parent Communication

To ensure that Tennessee families are prepared to help their children be successful this school year and beyond, we must commit to communicating frequently and clearly. In an effort to support you as you share information with parents, we've created some additional resources. The *Parent Guide to Being TNReady* (available for download from our website at tn.gov/TNReady) answers frequently asked parent questions, explains how TNReady fits in with other TCAP tests, and highlights TNReady practice tools, testing times, and question types. We encourage you to share the parent guidebook, or relevant parts of the guidebook, with parents at your school.

Additional resources are available on the TNReady page of our website. There you will find items like printable versions of the graphics included in this guidebook.

Reporting Results

Because this is the first year of a new assessment in math, English language arts, and social studies, reporting will be delayed as we conduct the standards-setting process in summer 2016. Standards setting is the process where educators determine which scores signify that a student is on grade level. **Once this process is complete, districts will receive detailed information about student results in fall 2016.** This means there will not be state-, district-, and school-level data releases during summer 2016.

Parent reports will also be redesigned to provide more and better information about student performance on TNReady and the science and social studies TCAP. The redesigned parent reports will do the following:



Designing the new reports will involve feedback from teachers and families to provide better information on how students are meeting expectations for college and career readiness.

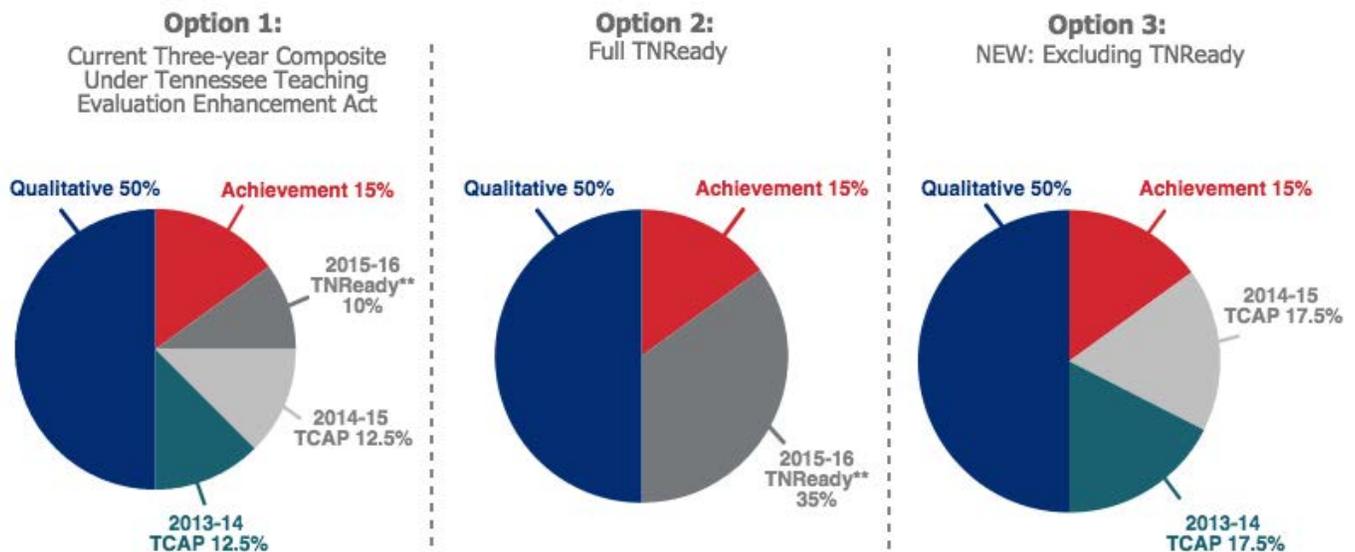
As part of the report redesign process, we are renaming the four performance levels. In the past, students have been considered *proficient*, *below basic*, *basic*, and *advanced* based on whether they were above or below grade level. Renaming these performance levels allows us to choose names that tell us if students are on track for success after graduation. We look forward to engaging educators and parents in this renaming process.

TNReady & Teacher Evaluation

Under the governor’s proposal, teachers would have the choice to include or not to include student results from 2015-16 TNReady data in their evaluation score. Practically speaking, if TNReady results from this year help a teacher earn a higher evaluation score, they would be used. If they do not help a teacher earn a higher score, they would not be used.

If at any point in this three-year transition the student growth data from the 2015-16 TNReady test does not benefit a teacher, educators would have the option each year to exclude the 2015-16 TNReady data from their evaluations. In light of the unexpected transition from an online assessment to a paper format, we want to provide additional flexibility for educators, and we want to do so in a way that supports Tennessee’s efforts to strengthen teaching, learning, and accountability. The proposal keeps student learning and accountability as factors in an educator’s evaluation.

2015-16 Teacher Evaluation Options*



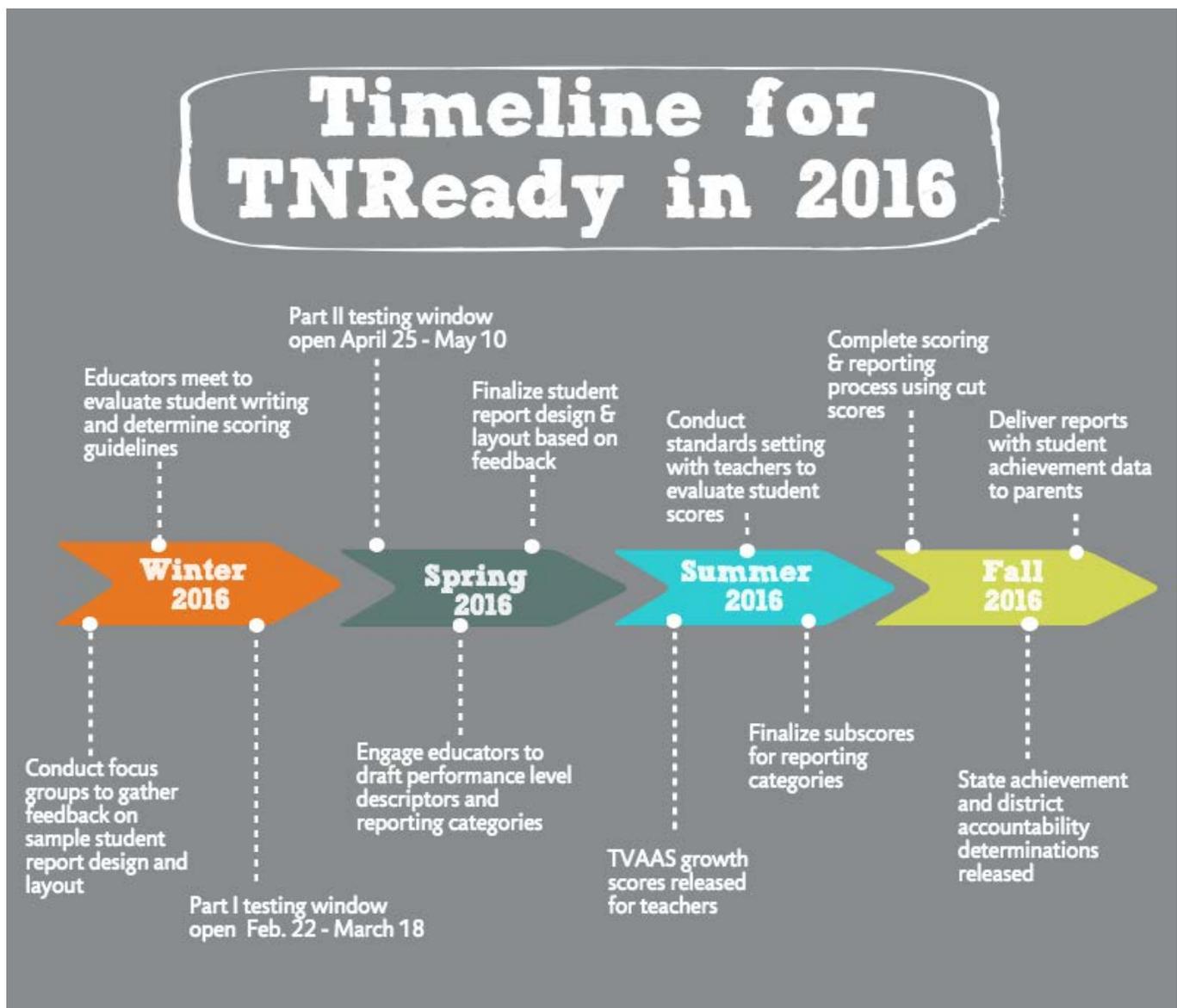
* All three options are also available for teachers with no prior individual TVAAS data, including new teachers. For those teachers, the qualitative portion would be increased in place of the TCAP data from 2013-14 and 2014-15.

** For 2015-16, student growth data may come from all TCAP assessments, regardless of subject or grade, including TNReady in math or English language arts or the TCAP in social studies or science. The student growth data that factors into the score for a specific educator would come from the results of that teacher's students, in whichever grades/subject(s) that educator taught them.

Note: These weightings assume stability in the number of tested students per teacher year to year. Additionally, districts will have the ability to allow their teachers to choose a new achievement measure for 2015-16.

Scheduling the Test

Districts and schools have more flexibility to decide when during the school year their students will take the test. Both TNReady and the new social studies test creates a larger testing window for schools and districts to choose from. This *does not* mean that students will spend more time taking tests. It *does* mean that districts have more flexibility to determine the actual dates for schools to administer the test.



Revised Tennessee Standards & TNReady

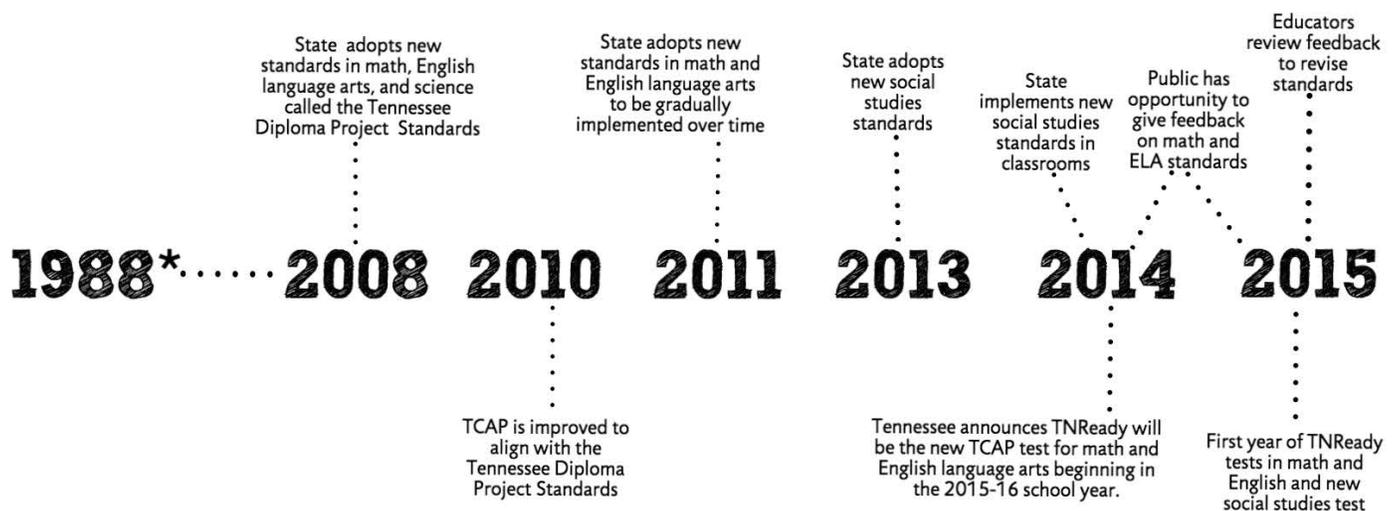
New and revised standards in math and English language arts will be fully implemented in Tennessee classrooms during the 2017-18 school year. TNReady is designed to easily adapt over time in order to measure new standards; there will not be a need for a new test. Therefore, as the state's standards in math and English language arts evolve, so will TNReady.

Here's the Backstory

During the 2014-15 school year, Tennessee began a standards review process for math and English language arts standards. This review process allowed every Tennessean to provide comments on any of the 2,000 math and English language arts standards in grades K-12. Those comments were collected and are being reviewed by expert Tennessee educators. Based on that feedback, committees of Tennesseans, led by expert educators, are refining and improving the English language arts and math standards. The new standards will be in classrooms beginning the 2017-18 school year.

Historical Timeline of State Standards and State-Required Tests

Standards define what students should know and be able to do, and they evolve over time to keep up with our changing world.



*Tennessee Comprehensive Assessment Program (TCAP) is a series of state-required tests that began in 1988.

Tennessee Education System

Working together to make sure all Tennessee children are ready for success in college and career



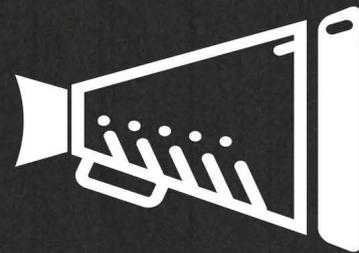
Elected state officials make decisions on legislation impacting education.



The State Board of Education consists of eleven unpaid representatives who help make detailed decisions about how state laws involving education affect students and teachers. The board helps create state policy that serves the best interests of the public.



The Department of Education implements decisions made by the state legislature and the State Board of Education. The department's primary goal is to support school districts in order to increase student learning.



School districts rally principals and teachers around student learning. Districts are charged with following state policies and laws while making decisions that are best for students in their community.



Principals and teachers hold the key to student learning. Research shows that the most influential in-school factor in a student's education is the teacher in their classroom.



All groups are working together to ensure that ALL Tennessee students are learning and succeeding.

Glossary of Key Terms

TNReady: the state’s new and improved TCAP test in math and English language arts

Item sampler: a small sampling of example test questions that represents each type of question the test will include (e.g., questions that ask students to cite evidence, questions that ask student to select more than one correct answer, etc.)

Standards: what we expect students to know and be able to do by the end of a grade or school year

MICA (Measurement Incorporated Classroom Assessment): the online testing platform or website where teachers and students can access the TNReady item sampler, including the tools that students will have access to on the actual test (e.g., highlighter, answer eliminator etc.)

Testing supports: tools to support all students as they answer test questions (e.g., highlighter, scratch paper, etc.); these tools do not change the questions or content that is being assessed

Testing window: the window of dates in which districts can choose to administer the TCAP; students only spend a portion of the testing window actually taking the test

Seat time: the amount of time students spend actually taking a test

Reporting: how we share details about student performance on TCAP

Resources

- ✓ **The following websites are recommended for preparing for and staying up-to-date about TNReady and other TCAP assessments:**

MICA website with TNReady practice questions: support.micatime.com

Tennessee Department of Education's web page focused on TNReady information and resources: tn.gov/tnready

Tennessee Department of Education's website section with details about academic standards for all subjects and grade levels: tn.gov/education/topic/academic-standards

Tennessee Department of Education's website section with details about assessments, including the assessment calendar: tn.gov/education/section/assessment

Tennessee Department of Education's blog site, which features teacher perspectives and inspiring stories: tnclassroomchronicles.org

Tennessee Department of Education's Twitter account: twitter.com/TNedu

- ✓ **Email TNReady questions to TNReady.Questions@tn.gov.**
- ✓ **The final pages of this guidebook include the passages referenced in the side-by-side comparison of TNReady and TCAP questions.**

On the pages that follow, you will find the full reading passages for the grade 3 English language arts TNReady example question, the grade 7 English language arts old TCAP question, and the high school TNReady writing prompt.

The Landlord's Mistake

by James Baldwin

- 1** When John Adams was president and Thomas Jefferson was vice president of the United States, there was not a railroad in all the world.
- 2** People did not travel very much. There were no broad, smooth highways as there are now. The roads were crooked and muddy and rough.
- 3** If a man was obliged to go from one city to another, he often rode on horseback. Instead of a trunk for his clothing, he carried a pair of saddlebags. Instead of sitting at his ease in a parlor car, he went jolting along through mud and mire, exposed to wind and weather.
- 4** One day some men were sitting by the door of a hotel in Baltimore. As they looked down the street they saw a horseman coming. He was riding very slowly, and both he and his horse were bespattered with mud.
- 5** "There comes old Farmer Mossback," said one of the men, laughing. "He's just in from the backwoods."
-
- 6** "He seems to have had a hard time of it," said another; "I wonder where he'll put up for the night."
- 7** "Oh, any kind of a place will suit him," answered the landlord. "He's one of those country fellows who can sleep in the haymow and eat with the horses."
- 8** The traveler was soon at the door. He was dressed plainly, and, with his reddish-brown hair and mud-bespattered face, looked like a hard-working countryman just in from the backwoods.
- 9** "Have you a room here for me?" he asked the landlord.
- 10** Now the landlord prided himself upon keeping a first-class hotel, and he feared that his guests would not like the rough-looking traveler. So he answered: "No, sir. Every room is full. The only place I could put you would be in the barn."
- 11** "Well, then," answered the stranger, "I will see what they can do for me at the Planters' Tavern, round the corner;" and he rode away.
-
- 12** About an hour later, a well-dressed gentleman came into the hotel and said, "I wish to see Mr. Jefferson."
- 13** "Mr. Jefferson!" said the landlord.
- 14** "Yes, sir. Thomas Jefferson, the vice president of the United States."
- 15** "He isn't here."
- 16** "Oh, but he must be. I met him as he rode into town, and he said that he intended to stop at this hotel. He has been here about an hour."
- 17** "No, he hasn't. The only man that has been here for lodging to-day was an old clodhopper who was so spattered with mud that you couldn't see the color of his coat. I sent him round to the Planters'."
- 18** "Did he have reddish-brown hair, and did he ride a gray horse?"
- 19** "Yes, and he was quite tall."
- 20** "That was Mr. Jefferson," said the gentleman.
- 21** "Mr. Jefferson!" cried the landlord. "Was that the vice president? Here, Dick! build a fire in the best room. Put everything in tiptop order, Sally. What a dunce I was to turn Mr. Jefferson away! He shall have all the rooms in the house, and the

ladies' parlor, too. I'll go right round to the Planters' and fetch him back."

22 So he went to the other hotel, where he found the vice president sitting with some friends in the parlor.

23 "Mr. Jefferson," he said, "I have come to ask your pardon. You were so bespattered with mud that I thought you were some old farmer. If you'll come back to my house, you shall have the best room in it—yes, all the rooms if you wish. Won't you come?"

24 "No," answered Mr. Jefferson. "A farmer is as good as any other man; and where there's no room for a farmer, there can be no room for me."

Somebody's Daughter

1 Lizzie surveyed the display window with satisfaction; ladies' hats in every color adorned every inch of the window like a field of wildflowers. Papa frowned, inclined his head, and questioned, "The entire window, Lizzie?"

2 Lizzie nodded her head eagerly. "The entire window, Papa," she replied decidedly. "I'm convinced that many ladies come to town completely unaware of what we have to offer them. They're going to need our wonderful hats to shield themselves from the blazing sun."

3 From the corner of her eye, Lizzie glimpsed the hint of a smile that slowly expanded across her father's usually serious face. As it spread, it lifted his precisely trimmed mustache and beard and even caused the corners of his eyes to crinkle. "We could attract record numbers of customers by distributing our store fliers at meeting places where visitors would be most likely to see them," Lizzie suggested.

4 The smile quickly disappeared from Papa's face as he led Lizzie back into the store. "I've cautioned you several times to avoid those meeting places. Trouble is brewing, and I want you far away from it," he said sternly.

5 Papa was not a person with whom one argued. Lizzie obediently nodded and returned to her work behind the counter. Secretly, Lizzie believed that a woman's right to vote was a decision that *should* stir up a little trouble, but she would respect her father's wishes.

6 Throughout the day, a seemingly endless stream of customers intent on buying hats moved through the store; Lizzie was attentive and friendly to all. By dusk, she was exhausted. Lizzie straightened the displays, swept the floor, and then approached her father's office. As she entered the room, Papa looked up from the stack of sales slips on his desk and said, "Excellent display of hats, Lizzie. This has been a fantastic day for sales; in fact, it is the best day of sales we've had in months. You've got a good mind for business."

7 Papa's sincere compliment caused Lizzie to forget her exhaustion. She walked energetically to the hat rack in the corner and grabbed Papa's hat while he closed his books. As Papa walked over to lock the front door of the shop, Lizzie's friend Helen rushed inside. "Did you hear the news?" Helen asked excitedly. "The Tennessee General Assembly is going to vote on the 19th Amendment tomorrow! My mother is taking me to Capitol Hill for the vote. Come with us, Lizzie!"

8 Lizzie turned to Papa. "Please," she begged.

9 Papa's eyes narrowed and his mustache twitched before he spoke. "Helen, please let your mother know that Lizzie won't be able to join you. There are plenty of angry people on both sides of this argument. Capitol Hill will be no place for ladies."

10 As Lizzie and Papa walked home in total silence, Lizzie felt her anger bubbling to the surface. When they reached the house, she could no longer restrain herself. "Don't you want me to be able to vote someday, Papa? You said I had a good mind for business. Don't you think I should be able to vote when I get older?"

11 Papa sighed and then looked Lizzie squarely in the eyes. “It’s my job to protect you,” he explained gently and earnestly. “Right now, I’m trying to keep trouble and disappointment at a distance. It’s 1920, Lizzie, and most people just aren’t prepared for this change.”

12 Lizzie tried to hold back the tears that filled her eyes. Then, she turned and retreated to her room, shaking her head the whole way.

13 Later that evening, Lizzie came out of her room and paused by Papa’s chair to say good night. “You never answered my question,” she began hesitantly. “Don’t you think I should be able to vote someday? Don’t you think I should have a say in how decisions are made in our country?”



14 Papa looked serious, cleared his throat, and answered thoughtfully, “Of course you should be able to vote, and I want you to have the right to vote someday, but those ladies going to Capitol Hill aren’t my daughters.”

15 “No, they aren’t,” Lizzie agreed. Then she added softly, “But each one of them is somebody’s daughter.”

16 The next morning, Papa was unusually silent. After breakfast he announced, “Put on your best dress, Lizzie, because we’re going to Capitol Hill.” He quickly added, “Don’t get your hopes up, though. I don’t think the amendment will pass, but you’re right; every one of those ladies is somebody’s daughter, and each one should have a papa in her corner.”

17 Lizzie hugged Papa and then rushed to get ready. When they arrived at the Tennessee General Assembly building, the large crowd was moving toward the doors. Lizzie got caught in the flood of people. Although she reached for Papa’s hand, the distance between them grew wider. Moments later, Lizzie grasped the railing of the balcony. Looking down, she saw the politicians sitting side by side. As each name was called, a representative stood and cast his vote. The thrill of this moment was like a tornado swirling around in Lizzie’s stomach. In the excitement, she forgot about Papa and concentrated on the activities below. When the last politician stood up and cast an “aye” vote, a great roar swelled in the gallery. The amendment would pass! Lizzie turned around, and she was grateful to find Papa standing beside her. He leaned down and whispered in her ear, “This is a proud day for Tennessee and for all of America’s daughters.”

Galileo and the Lamps

by James Baldwin

- 1** In Italy about three hundred years ago there lived a young man whose name was Galileo. Like Archimedes he was always thinking and always asking the reasons for things. He invented the thermometer and simple forms of the telescope and the microscope. He made many important discoveries in science.
- 2** One evening when he was only eighteen years old he was in the cathedral at Pisa at about the time the lamps were lighted. The lamps—which burned only oil in those days—were hung by long rods from the ceiling. When the lamplighter knocked against them, or the wind blew through the cathedral, they would swing back and forth like pendulums. Galileo noticed this. Then he began to study them more closely.
- 3** He saw that those which were hung on rods of the same length swung back and forth, or vibrated, in the same length of time. Those that were on the shorter rods vibrated much faster than those on the longer rods. As Galileo watched them swinging to and fro he became much interested. Millions of people had seen lamps moving in this same way, but not one had ever thought of discovering any useful fact connected with the phenomenon.
- 4** When Galileo went to his room he began to experiment. He took a number of cords of different lengths and hung them from the ceiling. To the free end of each cord he fastened a weight. Then he set all to swinging back and forth, like the lamps in the cathedral. Each cord was a pendulum, just as each rod had been.
- 5** He found after long study that when a cord was $39 \frac{1}{10}$ inches long, it vibrated just sixty times in a minute. A cord one fourth as long vibrated just twice as fast, or once every half second. To vibrate three times as fast, or once in every third part of a second, the cord had to be only one ninth of $39 \frac{1}{10}$ inches in length. By experimenting in various ways Galileo at last discovered how to attach pendulums to timepieces as we have them now.
- 6** Thus, to the swinging lamps in the cathedral, and to Galileo's habit of thinking and inquiring, the world owes one of the commonest and most useful of inventions,—the pendulum clock.
- 7** You can make a pendulum for yourself with a cord and a weight of any kind. You can experiment with it if you wish, and perhaps you can find out how long a pendulum must be to vibrate once in two seconds.

from "Isabella Stewart Gardner Heist:¹ 25 Years of Theories"

by Tom Mashburg

- 1** The hallway in the Brooklyn warehouse was dark, the space cramped. But soon there was a flashlight beam, and I was staring at one of the most sought-after stolen masterpieces in the world: Rembrandt's *Christ in the Storm on the Sea of Galilee*.
- 2** Or was I?
- 3** My tour guide that night in August 1997 was a rogue antiques dealer who had been under surveillance by the F.B.I. for asserting he could secure return of the painting—for a \$5 million reward. I was a reporter at *The Boston Herald*, consumed like many people before me and since with finding the *Storm*, a seascape with Jesus and the Apostles, and 12 other works, including a Vermeer and a Manet, stolen in March 1990 from the Isabella Stewart Gardner Museum, a cherished institution here.
- 4** The theft was big news then and remains so today as it nears its 25th anniversary. The stolen works are valued at \$500 million, making the robbery the largest art theft in American history.
- 5** Which explains why I found myself in Brooklyn, 200 miles from the scene of the crime, tracking yet another lead. My guide had phoned me suggesting he knew something of

the robbery, and he had some street credibility because he was allied with a known two-time Rembrandt thief. He took me into a storage locker and flashed his light on the painting, specifically at the master's signature, on the bottom right of the work, where it should have been, and abruptly ushered me out.

- 6 The entire visit had taken all of two minutes.
- 7 Call me Inspector Clouseau—I've been called worse in this matter, including a "criminal accomplice" by a noted Harvard law professor—but I felt certain I was feet from the real thing, that the Rembrandt, and perhaps all the stolen art, would soon be home. I wrote a front-page article about the furtive unveiling for *The Herald*—with a headline that bellowed "We've Seen It!"—and stood by for the happy ending.
- 8 It never came. Negotiations between investigators and the supposed art-nappers crumbled amid dislike and suspicion. Gardner officials did not dismiss my "viewing" out of hand, but the federal agents in charge back then portrayed me as a dupe. Eighteen years later, I still wonder whether what I saw that night was a masterpiece or a masterly effort to con an eager reporter.
- 9 Federal agents today continue to discount my warehouse viewing. (They say they have figured out the identity of my guide, but I promised him anonymity.) Still, the authorities are intrigued by some paint chips I also received in 1997 from people

claiming to control the art. I wrote at the time that they were possibly from the Rembrandt, but the F.B.I. quickly announced that tests showed that they bore no relationship to the *Storm*.

10 In a recent interview, though, F.B.I. officials told me that the chips had been re-examined in 2003 by Hubert von Sonnenburg, a Vermeer expert who was chairman of painting conservation at the Metropolitan Museum of Art. (Mr. von Sonnenburg died the next year.)

11 His tests determined the chips were an exact match for a pigment known as “red lake” that was commonly used by the 17th-century Dutch master and had been used in the stolen Vermeer (*The Concert*). The crackling pattern on the chips was similar to that found on other Vermeers, Mr. von Sonnenburg concluded, according to the authorities.

12 Perplexed? Me, too.

13 Such have been the vicissitudes² in my coverage of the case for nearly two decades, during which I have gathered hundreds of investigative documents and photos, interviewed scores of criminals and crackpots, and met with dozens of federal and municipal law enforcement officials and museum executives.

14 In 2011, I wrote a book about art theft with the Gardner’s chief of security, Anthony M. Amore. We omitted the Gardner case because Mr. Amore said the hunt had reached a delicate phase.

15 Four years later, his quarry

remains elusive.

¹**heist**: robbery

²**vicissitudes**: changes

Excerpt from “Isabella Stewart Gardner Heist: 25 Years of Theories,” by Tom Mashburg, from *The New York Times*. February 26, 2015.

National Treasures Recovering Artwork Owned by the U.S. Government

16 In 1942, with World War II raging, the Library of Congress took the precaution of sending some of its national treasures to a guarded facility in the Midwest, including a collection of Walt Whitman’s papers, which were sealed in packing cases prior to shipping. When the collection was returned to Washington in October 1944 and unsealed, 10 of the illustrious poet’s notebooks were missing.

17 The library searched for the notebooks—and enlisted the FBI’s help—but to no avail. It was eventually concluded that the missing items were intentionally removed before they were shipped in 1942. More than five decades later, in 1995, four of the notebooks were recovered when they turned up for sale at Sotheby’s, but six of the priceless artifacts are still unaccounted for.

18 The Whitman notebooks are perhaps the most intriguing example of a little-known phenomenon in the world of art investigations: items

owned by the U.S. government that have gone missing, many dating back to the New Deal era of the 1930s.

19 “Trying to locate items that disappeared decades ago represents a significant challenge for law enforcement,” said Bonnie Magness-Gardiner, who heads the FBI’s art crime team. “But we are bringing modern technology to the effort with our new National Stolen Art File, and we are seeing results.”

20 The National Stolen Art File (NSAF) is an online database of stolen art and cultural property reported by law enforcement agencies throughout the United States and the world and maintained by the FBI. It consists of images and physical descriptions of thousands of stolen and recovered objects in addition to investigative case information. The database is a resource for art crime investigators and for gallery owners, dealers, and auction houses seeking to authenticate works and verify ownership. The public can also search the free online tool, minus the investigative information.

21 In partnership with other agencies such as the Library of Congress and the General Services Administration (GSA), which is responsible for artifacts and artworks in federal facilities, the FBI uses the NSAF to locate and recover missing artworks owned by the government.

22 As the official custodian³ of artworks produced under the federal Works Progress Administration

works Progress Administration (WPA) during the New Deal era, the GSA has partnered with the FBI and the art community to recover misplaced and stolen WPA works. The agency maintains an inventory of significant WPA art, which has been added to the FBI's database.

- 23** "Often the people in possession of these WPA works don't realize they have no legitimate claim on them," said Gardiner. "They may have inherited them or found them in the attic of their grandparents' house." In an attempt to value or sell the works, the possessors contact dealers or auction houses, who, in turn, consult the NSAF and discover the items are rightfully owned by the government.
- 24** Investigators with the GSA's Office of Inspector General work to authenticate and recover the works, and in many cases, the agency then loans the recovered items to museums and galleries across the nation, where they can be enjoyed by the public—as they were intended to be.
- 25** "These works commissioned in the 1930s and '40s are part of America's culture and history," Gardiner said. "They belong to the government, but really they belong to the public, and we are working to make sure that the public has access to them."

³**custodian**: someone entrusted with guarding or maintaining a property

“National Treasures: Recovering Artwork Owned by the U.S. Government,” from the Federal Bureau of Investigation Web site. http://www.fbi.gov/news/stories/2011/june/art_061011/art_061011.