

Guide to Test Report Interpretation



Spring 2010 TCAP Achievement Test Grades 3 - 8





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Introduction

This document was prepared to help educators understand the TCAP Achievement test results and it may be helpful when making important decisions regarding instructional needs for classes and individual students.

Each spring, Tennessee students in grades 3-8 take a timed, multiple-choice achievement test which is a part of the Tennessee Comprehensive Assessment Program (TCAP). The TCAP Achievement Test is a criterion-referenced test that has fresh, non-redundant test items and is customized yearly to measure academic skills and knowledge in reading/language arts, mathematics, science, and social studies. Criterion-referenced tests 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>.

Unlike norm-referenced tests that compare test takers, criterion-referenced tests measure a student's performance against specific content standards or criteria. Curriculum standards, as defined by the State of Tennessee, provide expectations for student accomplishment. From these expectations, state performance indicators (SPIs) were written to describe how the expectations would be measured. On the TCAP Achievement Test, each test item is directly linked to a SPI. SPIs are clustered into reporting categories for the reports described in this document.

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 students should be learning at specific grade levels, visit the Division of Teaching and Learning web page at <http://state.tn.us/education/curriculum.shtml>.

Three different types of tests 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 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 language for ELSA test items was simplified to help measure the intended knowledge or skill. The 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

A variety of TCAP Achievement reports are available to educators via PearsonAccess. PearsonAccess is a secure website that requires a login and password. The chart below shows the report name, the target audience, and the distribution (e.g., teacher, school, system). The Achievement reports are posted on PearsonAccess at www.pearsonaccess.com/tennessee.

Report	Distribution	Print	PDF/Print on Demand	CD
Individual Profile Report (IPR)	Student/Parent	•	•	•
Student Label	School	•	•	•
Quick Score Label	School		•	•
Class Report	School		•	•
Achievement Level Summary Report	School System		•	•
Reporting Category Performance Report	School System		•	•
Disaggregation Summary Report	School System		•	•

The Tennessee Department of Education has taken precautions to maintain security around test data. A paper copy of the IPR is provided for the students and parents/guardians as usual, but all other reports will be posted only to PearsonAccess in PDF format for download by schools and systems. If you have questions about gaining access to the TCAP Achievement reports discussed in this document, contact the testing coordinator for your school or school system.

Additional information pertaining to the TCAP Achievement Test Program is located at <http://www.state.tn.us/education/assessment/achievement.shtml>.

If, after reading this guide, you have further questions about TCAP Achievement Program, please contact:

TCAP Achievement Assessment Program
 Assessment, Evaluation, and Research
 1252 Foster Avenue
 Hardison Building
 Nashville, TN 37243
 Telephone: (615) 741-0720

Email TCAP Achievement questions: tned.assessment@tn.gov

Features Included On All Reports

- A** Displays the name of the report.
- B** Features the teacher name, school name, and/or system name.
- C** Shows the content area and grade level being reported.
- D** Indicates the type of test that was taken (e.g., ACH, MAAS, ELSA) and test form.
- E** Provides a purpose statement and the reason for the report.

**Tennessee
Comprehensive
Assessment Program
(TCAP)**

Class Report

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

Teacher: **TEACHER LASTNAME, FIRSTNAME** Session: **9**

School: **SCHOOL NAME**

System: **SYSTEM NAME**

C **Social Studies – Grade 3**
D **MAAS Form A**

E Purpose: This report provides the teacher with a comprehensive analysis of student performance on the Tennessee MAAS Test. In addition, the report shows the students' performance on each Reporting Category.

Reporting Categories Performance Index (RCPI) is the estimated number of items the student would be expected to answer correctly had there been 100 similar items for that Reporting Category.

Achievement Level (AL) Indicators	Number Correct Score Ranges	Scale Score Ranges
★ = Advanced	99 - 99	999 - 999
● = Proficient	99 - 99	999 - 999
○ = Below Proficient	99 - 99	999 - 999

Teacher School State: 99 99 99

System State: 99 99 99

RCPI for Advanced: 99 99 99

RCPI for Proficient: 99 99 99

RCPI for Below Proficient: 99 99 99

Total Number of Students Listed: 999

Student Name	Number Correct	Scale Score	Overall Achievement Level	Achievement Level & RCPI									
				AL	RCPI	AL	RCPI	AL	RCPI	AL	RCPI		
ALASTNAME, FIRSTNAME A.	ABS	ABS	Absent	Student was absent.									
BLAST, FIRST	99	999	Proficient	●	99	●	99	●	99	●	99	●	99
CLASTNAME, FIRST E.	99	999	Below Proficient	○	99	○	99	○	99	○	99	○	99
DLAST, FIRSTNAME M.	99	999	Proficient	★	99	★	99	★	99	★	99	★	99
ELAST, FIRST C.	99	999	Advanced	★	99	★	99	★	99	★	99	★	99
FLASTNAME, FIRSTNAME A.	99	999	Advanced	★	99	★	99	★	99	★	99	★	99
GLAST, FIRST X.	99	999	Proficient	●	99	●	99	●	99	●	99	●	99
HLASTNAME, FIRST	DNA	DNA	Did Not Attempt	Student did not attempt any items for this content area.									
JLASTNAME, FIRST E.	99	999	Below Proficient	○	99	○	99	○	99	○	99	○	99
KLAST, FIRST C.	99	999	Proficient	●	99	●	99	●	99	●	99	●	99
LLASTNAME, FIRSTNAME A.	99	999	Advanced	★	99	★	99	★	99	★	99	★	99
MLAST, FIRSTNAME C.	ME	ME	Exempt	Student was granted a medical exemption for this content area.									
NLAST, FIRST X.	99	999	Proficient	●	99	●	99	●	99	●	99	●	99

Large Print tests are included in these results.
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Individual Profile Report (IPR)

The Individual Profile Report (IPR) is intended primarily for students and parents. The IPR provides information regarding a student's overall performance on the content area and in each reporting category. Reporting Category Performance Index (RCPI) results can be used to help identify areas of student strengths and opportunities for improvement in each reporting category. This report provides important information that can be used for instructional planning specific to the student and it also provides a point of reference for the teacher during a parent-teacher conference.

- A** States the student's name and identifying information.
- B** Lists the reporting categories which identify areas of student strengths and needs across different content areas of the test.
- C** Symbolizes the student's achievement level in each reporting category.
- D** Provides the student's RCPI for each reporting category. The RCPI is an estimate of the number of items the student would be expected to answer correctly if there had been 100 such items for that category.

**Tennessee
Comprehensive
Assessment Program
(TCAP)**

Individual Profile Report

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

Teacher: **LASTNAME, FIRSTNAME**

School: **SCHOOL NAME**

System: **SYSTEM NAME**

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

E Purpose: This report provides a comprehensive view of student performance on the Reading/Language Arts portion of the TCAP Modified Academic Achievement Standards (MAAS) Test. It is a source of information for instructional planning specific to your student and a Student's Individual Profile Report (IPR).

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

Your Student's Scale Score is: 475

MAAS Achievement Level: Proficient

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	40	79	

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

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

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

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

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

Writing: A student at this level demonstrates grade level mastery by typically writing in a variety of modes for a variety of purposes and audiences. The student typically employs a variety of prewriting strategies. The student typically organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student typically refines strategies for editing and revising written work.

Research: A student at this level demonstrates grade level mastery by typically defining and narrowing a research topic. The student typically makes distinctions about the validity of sources. The student typically gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper typically using a standard format with technology and graphics.

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

Informational Text: A student at this level demonstrates grade level mastery of the reading process. The student typically comprehends and summarizes the main ideas and supporting details of informational texts. The student typically identifies the organizational structures of informational texts. The student typically reads, interprets, and analyzes the text features of informational texts.

Media: A student at this level demonstrates grade level mastery by typically analyzing media for their ability to inform, persuade, and entertain. The student typically analyzes communication for persuasive devices. 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 products.

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.

Large Print tests are included in these results.
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- E** Displays a bar graph which represents how the student performed in each reporting category based on the RCPI. The graph allows you to see how close the student's score was to the next higher or lower achievement level.

The Diamond (◇) symbolizes the student's 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 where the student would most likely score in a similar test experience.

- F** Shows minimum RCPIs for achievement levels.

- G** Identifies the achievement levels using symbols. Scale scores are listed for the corresponding achievement levels. Since the Social Studies curriculum was not changed, there are only three achievement levels for social studies:

- 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.

Since the curricula for English Language Arts, Mathematics, and Science were revised, the achievement levels were also revised:

△ 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.

- H** Offers a brief description of the student's test results, including the student's scale score and overall achievement level for the content area.

- I** Relates the student's performance to the general Achievement assessment (MAAS Test only).

- J** Features information about knowledge and skills associated with each achievement level (reading/language arts, mathematics, and science). For social studies, specific information is included about the skills assessed within each reporting category.

Quick Score Report

The Quick Score Report provides the preliminary information about student performance on the TCAP Achievement Test.

- A** Indicates the session number (optional) selected on the Group Information Sheet (GIS).
- B** Identifies the name of each student in the class.
- C** Gives the last four digits of the Unique Student Identification Number (USID) for each student..
- D** Displays the number correct for each student.
- E** Shows the scale score for each student.
- F** Provides the overall achievement level for the content area.

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 2px solid #0056b3; padding: 5px; text-align: center; width: 20%;"> Tennessee Comprehensive Assessment Program (TCAP) </div> <div style="text-align: center;"> <h2 style="margin: 0;">Quick Score Report</h2> <p style="margin: 0;">TCAP Achievement Test – Spring 2010</p> </div> <div style="text-align: right;"> </div> </div>				Teacher: TEACHER LASTNAME, FIRSTNAME Session: 9 A School: SCHOOL NAME System: SYSTEM NAME					
Mathematics – Grade 5				Achievement Form A					
Purpose: This report B es preliminary data from C ntr D e E emer F t.									
Student Name	USID	Number Correct	Scale Score	Achievement Level	Student Name	USID	Number Correct	Scale Score	Achievement Level
ALASTNAME, FIRSTNAME A.	9999	ABS	ABS	Absent	LASTNAME, FIRSTNAME A.	9999	ABS	ABS	Absent
BLASTNAME, FIRST	9999	DNA	DNA	Did Not Attempt	LASTNAME, FIRST	9999	DNA	DNA	Did Not Attempt
CLASTNAME, FIRST F.	9999	99	99	Basic	LASTNAME, FIRST F.	9999	99	99	Basic
DLAST, FIRSTNAME M.	9999	99	99	Proficient	LAST, FIRSTNAME M.	9999	99	99	Proficient
ELAST, FIRST C.	9999	DNA	DNA	Did Not Attempt	LAST, FIRST C.	9999	DNA	DNA	Did Not Attempt
FLASTNAME, FIRSTNAME A.	9999	99	99	Advanced	LASTNAME, FIRSTNAME A.	9999	99	99	Advanced
GLAST, FIRST X.	9999	NULL	NULL	Nullified	LAST, FIRST X.	9999	NULL	NULL	Nullified
HLASTNAME, FIRST E.	9999	ME	ME	Exempt	LASTNAME, FIRST E.	9999	ME	ME	Exempt
JLAST, FIRSTNAME M.	9999	99	99	Basic	LAST, FIRSTNAME M.	9999	99	99	Basic
KLAST, FIRST C.	9999	99	99	Proficient	LAST, FIRST C.	9999	99	99	Proficient
LLASTNAME, FIRSTNAME A.	9999	99	99	Advanced	LASTNAME, FIRSTNAME A.	9999	99	99	Advanced
MLAST, FIRSTNAME M.	9999	ELL	ELL	ELL Excluded	LAST, FIRSTNAME M.	9999	ELL	ELL	ELL Excluded
MNLA, FIRST N.	9999	99	99	Proficient	NLA, FIRST N.	9999	99	99	Proficient
OLASTNAME, FIRST B.	9999	99	99	Basic	LASTNAME, FIRST B.	9999	99	99	Basic
PLASTNAME, FIRSTNAME A.	9999	ABS	ABS	Absent	LASTNAME, FIRSTNAME A.	9999	ABS	ABS	Absent
QLASTNAME, FIRST	9999	DNA	DNA	Did Not Attempt	LASTNAME, FIRST	9999	DNA	DNA	Did Not Attempt
RLASTNAME, FIRST F.	9999	99	99	Basic	LASTNAME, FIRST F.	9999	99	99	Basic
SLAST, FIRSTNAME M.	9999	99	99	Proficient	LAST, FIRSTNAME M.	9999	99	99	Proficient
TLAST, FIRST C.	9999	DNA	DNA	Did Not Attempt	LAST, FIRST C.	9999	DNA	DNA	Did Not Attempt
ULASTNAME, FIRSTNAME A.	9999	99	99	Advanced	LASTNAME, FIRSTNAME A.	9999	99	99	Advanced
VLAST, FIRST X.	9999	NULL	NULL	Nullified	LAST, FIRST X.	9999	NULL	NULL	Nullified
WLASTNAME, FIRST E.	9999	ME	ME	Exempt	LASTNAME, FIRST E.	9999	ME	ME	Exempt
XLAST, FIRSTNAME M.	9999	99	99	Basic	LAST, FIRSTNAME M.	9999	99	99	Basic
YLAST, FIRST C.	9999	99	99	Proficient	LAST, FIRST C.	9999	99	99	Proficient
ZLASTNAME, FIRSTNAME A.	9999	99	99	Advanced	LASTNAME, FIRSTNAME A.	9999	99	99	Advanced
ZLAST, FIRSTNAME M.	9999	ELL	ELL	ELL Excluded	LAST, FIRSTNAME M.	9999	ELL	ELL	ELL Excluded

ELSA and Large Print tests are included in these results.
 Edits needed after reviewing ACH/MAAS Quick Score Reports must be requested by e-mail to the appropriate TDOE program staff within 3 business days of receipt.

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Class Report

The Class Report provides the teacher with a comprehensive analysis of student performance on the TCAP Achievement Test. In addition, the report shows the student's performance in each reporting category.

- A** Indicates the session number (optional) selected on the Group Information Sheet (GIS).
- B** Outlines the number correct and scale scores for each achievement level.
- C** Lists the names of the students in the class.
- D** Displays the number correct for each student.
- E** Shows the scale score for each student.
- F** Provides the overall achievement level for the content area for each student.
- G** Features achievement level and RCPI for each reporting category for each student. The RCPI is an estimate of the number of items a student would be expected to answer correctly had there been 100 similar items for that reporting category.
- H** Gives the Average RCPI for each reporting category for the teacher, school, system, and state. The RCPI required to reach each achievement level is also given.

Tennessee Comprehensive Assessment Program (TCAP)

Class Report

TCAP Achievement Test – Spring 2010

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

Session: 9 **A**



Reading/Language Arts – Grade 6

Achievement Form A

Purpose: This report provides the teacher with a comprehensive analysis of student performance on the Tennessee Achievement Test. In addition, the report shows the students' performance on each Reporting Category.

Reporting Categories Performance Index (RCPI) is the estimated number of items the student would be expected to answer correctly had there been 100 similar items for that Reporting Category.

Achievement Level (AL) Indicators	Number Correct Score Ranges	Scale Score Ranges
★ = Advanced	99 - 99	999 - 999
● = Proficient	99 - 99	999 - 999
○ = Basic	99 - 99	999 - 999
△ = Below Basic	99 - 99	999 - 999

Total Number of Students Listed: 999

Teacher
School
System
State

RCPI for Advanced
RCPI for Proficient
RCPI for Basic
RCPI for Below Basic

Reporting Categories									
Language	Vocabulary	Writing and Research	Communication and Media	Logic	Informational Text	Literature	Reading Composite	Language Arts Composite	
Average RCPI									H
99	99	99	99	99	99	99	99	99	99
99	99	99	99	99	99	99	99	99	99
99	99	99	99	99	99	99	99	99	99
99	99	99	99	99	99	99	99	99	99
99	99	99	99	99	99	99	99	99	99
99	99	99	99	99	99	99	99	99	99
99	99	99	99	99	99	99	99	99	99
99	99	99	99	99	99	99	99	99	99
Achievement Level & RCPI									
AL	RCPI	AL	RCPI	AL	RCPI	AL	RCPI	AL	RCPI
AL	RCPI	AL	RCPI	AL	RCPI	AL	RCPI	AL	RCPI

Student Name	Number Correct	Scale Score	Overall Achievement Level
ALASTNAME, FIRSTNAME A.	ABS	ABS	Absent
BLASTNAME, FIRST	DNA	DNA	Did Not Attempt
CLASTNAME, FIRST F.	99	999	Basic
DLAST, FIRSTNAME M.	99	999	Proficient
ELAST, FIRST C.	DNA	DNA	Did Not Attempt
FLASTNAME, FIRSTNAME A.	99	999	Advanced
GLAST, FIRST X.	NULL	NULL	Nullified
HLASTNAME, FIRST E.	ME	ME	Exempt
JLAST, FIRSTNAME M.	99	999	Basic
KLAST, FIRST C.	99	999	Proficient
LLASTNAME, FIRSTNAME A.	99	999	Advanced
MLAST, FIRSTNAME M.	ELL	ELL	ELL Excluded
MNLAST, FIRST N.	99	999	Proficient
OLASTNAME, FIRST B.	99	999	Basic

ELSA and Large Print tests are included in these results.

School Achievement Level Summary Report


The School Achievement Level Summary Report provides administrators with a comprehensive analysis of student performance on the TCAP Achievement Test. Results are shown for reading/language arts, mathematics, science, and social studies.

- A** Features the achievement level descriptors for reading/language arts, mathematics, and science.
- B** Identifies the achievement level descriptors for social studies.
- C** Displays information on the percentage of students that fall into each achievement level for reading/language arts.
- D** Provides information on the percentage of students that fall into each achievement level for mathematics.
- E** Gives information on the percentage of students that fall into each achievement level for science.
- F** Shows information on the percentage of students that fall into each achievement level for social studies.

**Tennessee
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(TCAP)**

School Achievement Level Summary Report
TCAP Achievement Test – Spring 2010

School: **SCHOOL NAME**
System: **SYSTEM NAME**



All Content Areas – Grade 7

Achievement Form A

Purpose: This report provides administrators with a comprehensive analysis of student performance on the TCAP Test. Results are shown for Reading/Language Arts, Mathematics, Science, and Social Studies for Grade 7.

READING/LANGUAGE ARTS, MATHEMATICS, AND SCIENCE												SOCIAL STUDIES											
Achievement Levels and Descriptors												Achievement Levels and Descriptors											
<p>Advanced: Students who perform at this level demonstrate superior 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 significantly prepared for the next level of study.</p> <p>Proficient: Students who perform at this level 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 well prepared for the next level of study.</p> <p>Basic: Students who perform at this level demonstrate 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 minimally prepared for the next level of study.</p> <p>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 skills specified by the grade/course level content standards and are not prepared for the next level of study.</p>												<p>Advanced: Student demonstrates application of complex concepts and skills of the content area.</p> <p>Proficient: Student demonstrates general understanding of the essential concepts and skills of the content area.</p> <p>Below Proficient: Student demonstrates a lack of understanding of the essential concepts and skills of the content area.</p>											

READING/LANGUAGE ARTS												SCHOOL TOTALS				MATHEMATICS												SCHOOL TOTALS							
Total ELL Excl = 99,999												Total Absent = 99,999				Total Absent = 99,999												Total Medically Exempt = 99,999				Total Nullified = 99,999			
Total Tested		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999									
Students with No Score*		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999							
Achievement Levels	Number Tested	Percent	0	10	20	30	40	50	60	70	80	90	100	Percent	Percent	Achievement Levels	Number Tested	Percent	0	10	20	30	40	50	60	70	80	90	100	Percent	Percent				
Advanced	99,999	999%	[Bar chart showing 100%]													999%	999%	Advanced	99,999	999%	[Bar chart showing 100%]													999%	999%
Proficient	99,999	999%	[Bar chart showing 100%]													999%	999%	Proficient	99,999	999%	[Bar chart showing 100%]													999%	999%
Basic	99,999	999%	[Bar chart showing 100%]													999%	999%	Basic	99,999	999%	[Bar chart showing 100%]													999%	999%
Below Basic	99,999	999%	[Bar chart showing 100%]													999%	999%	Below Basic	99,999	999%	[Bar chart showing 100%]													999%	999%

SCIENCE												SCHOOL TOTALS				SOCIAL STUDIES												SCHOOL TOTALS								
Total Absent = 99,999												Total Medically Exempt = 99,999				Total Absent = 99,999												Total Medically Exempt = 99,999				Total Nullified = 99,999				
Total Tested		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999						
Students with No Score*		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999		99,999						
Achievement Levels	Number Tested	Percent	0	10	20	30	40	50	60	70	80	90	100	Percent	Percent	Achievement Levels	Number Tested	Percent	0	10	20	30	40	50	60	70	80	90	100	Percent	Percent					
Advanced	99,999	999%	[Bar chart showing 100%]													999%	999%	Advanced	99,999	999%	[Bar chart showing 100%]													999%	999%	
Proficient	99,999	999%	[Bar chart showing 100%]													999%	999%	Proficient	99,999	999%	[Bar chart showing 100%]													999%	999%	
Basic	99,999	999%	[Bar chart showing 100%]													999%	999%	Below Proficient	99,999	999%	[Bar chart showing 100%]													999%	999%	
Below Basic	99,999	999%	[Bar chart showing 100%]													999%	999%																			

* Students with No Score is the sum of students counted as Absent, Medically Exempt, Nullified, or ELL Excluded (for Reading/Language Arts only). ELSA, Braille, and Large Print tests are included in these results.

School Reporting Category Performance Report


The School Reporting Category Performance Report provides administrators with a comprehensive analysis of student proficiency in each reporting category and the average performance by reporting category of the TCAP Achievement Test. The results may be used to inform instruction.

- A** Gives the total number of students tested at the class, school, system, and state levels.
- B** Shows the total percent of students that were proficient and above at the class, school, system, and state levels.
- C** Provides the average RCPI and the percent proficient (PP) for each reporting category for each class. The achievement level symbol is displayed for each reporting category.
- D** Features the reporting categories for the content area.

**Tennessee
Comprehensive
Assessment Program
(TCAP)**

School Reporting Category Performance Report
TCAP Achievement Test – Spring 2010

School: SCHOOL NAME
System: SYSTEM NAME



Reading/Language Arts – Grade 6 Achievement Form A

Purpose: This report provides administrators with a comprehensive analysis of student proficiency in each Reporting Category of the Tennessee Achievement Test. This information may be used to inform instruction.

Percent of Proficient Students (PP): Results include all students achieving an Achievement Level of Proficient and above for the respective Content Area and Reporting Categories.

Reporting Categories Performance Index (RCPI) is the estimated number of items the student would be expected to answer correctly had there been 100 similar items for that Reporting Category.

Achievement Level (AL) Indicators
 ★ = Advanced
 ● = Proficient
 ○ = Basic
 △ = Below Basic

SCHOOL
SCHOOL

		D Reporting Categories																						
		READING/LANG ARTS		Language		Vocabulary		Writing and Research		Communication and Media		Logic		Informational Text		Literature		Reading Composite		Language Arts Composite				
		A	B	99		99		99		99		99		99		99		99		99				
		% CORRECT		999		999		999		999		999		999		999		999		999				
		TOTAL % PROF.		Average RCPI, Achievement Level, and Percent of Proficient Students By Reporting Category																				
		TOTAL % TESTED		RCPI: AL: PP		RCPI: AL: PP		RCPI: AL: PP		RCPI: AL: PP		RCPI: AL: PP		RCPI: AL: PP		RCPI: AL: PP		RCPI: AL: PP		RCPI: AL: PP				
Teacher Name - Session		STATE	SYSTEM	SCHOOL	RCPI	AL	PP	RCPI	AL	PP	RCPI	AL	PP	RCPI	AL	PP	RCPI	AL	PP	RCPI	AL	PP		
		99,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999		
A_TEACHER NAME - 1		99,999	999	999	★	999	999	★	999	999	○	999	999	●	999	999	△	999	999	●	999	999	○	999
A_TEACHER NAME - 2		99,999	999	999	★	999	999	★	999	999	●	999	999	●	999	999	△	999	999	△	999	999	★	999
D_TEACHER NAME - 9		99,999	999	999	●	999	999	○	999	999	★	999	999	○	999	999	●	999	999	●	999	999	○	999
F_TEACHER NAME - 9		99,999	999	999	★	999	999	●	999	999	★	999	999	●	999	999	★	999	999	★	999	999	○	999
G_TEACHER NAME - 9		99,999	999	999	●	999	999	★	999	999	★	999	999	○	999	999	★	999	999	●	999	999	○	999
H_TEACHER NAME		99,999	999	999	●	999	999	○	999	999	★	999	999	△	999	999	★	999	999	★	999	999	△	999
K_TEACHER NAME - 9		99,999	999	999	★	999	999	★	999	999	○	999	999	●	999	999	★	999	999	△	999	999	★	999
L_TEACHER NAME - 9		99,999	999	999	★	999	999	△	999	999	●	999	999	★	999	999	●	999	999	★	999	999	△	999
R_TEACHER NAME - 9		99,999	999	999	●	999	999	●	999	999	○	999	999	△	999	999	●	999	999	○	999	999	★	999
V_TEACHER NAME - 9		99,999	999	999	○	999	999	●	999	999	★	999	999	★	999	999	★	999	999	★	999	999	○	999
Z_TEACHER NAME - 9		99,999	999	999	○	999	999	★	999	999	●	999	999	★	999	999	●	999	999	○	999	999	★	999

Braille tests are excluded from these results.
ELSA and Large Print tests are included in these results.

School Disaggregation Summary Report

The Disaggregation Summary Report displays the number and percent proficient by reporting category for the selected subgroups.


- A** Displays the subgroups that are included in this report.
- B** Shows the number of students tested in each subgroup.
- C** Gives the number and percent of students for the subgroups listed that achieved proficiency.
- D** Provides the number and percent proficient in each reporting category.
- E** Lists median scale score, highest scale score, and lowest scale score for each subgroup.

**Tennessee
Comprehensive
Assessment Program
(TCAP)**

School Disaggregation Summary Report

TCAP Achievement Test – Spring 2010

School: **SCHOOL NAME**
System: **SYSTEM NAME**



Reading/Language Arts – Grade 6 Achievement Form A

A Student Population/ Subgroup	B Number of Students Tested ¹	C Number and Percent of Students Achieving Proficiency ²		D Number and Percent Proficient by Reporting Category												E Scale Score Range For Content Area Low: 999 High: 999								
				Language		Vocabulary		Writing and Research		Communication and Media		Logic		Informational Text					Literature		Reading Composite		Language Arts Composite	
				#	%	#	%	#	%	#	%	#	%	#	%				#	%	#	%	M	L
Total Tested	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
504 Service Plan																								
With Accommodations	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
Without Accommodations	6	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***		
TOTAL 504 Service Plan	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
Special Education																								
With Accommodations	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
Without Accommodations	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
TOTAL Special Education	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
Modified Format																								
Braille	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
Large Print	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
ELSA	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
ESL Services																								
ELL With Accommodations	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
ELL Without Accommodations	8	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***		
TOTAL ELL	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
T1	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
T2	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
TOTAL T1 & T2	999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999	999		
continued on next page																								

¹ Results include all students with valid scores on the TCAP Achievement Test, including Braille, Large Print, and ELSA.

² Results include all students achieving an overall Achievement Level of Proficient and above for the Content Area.

*** There are fewer than 10 students with valid scores in this Student Population/Subgroup.

% = Percent of Advanced and Proficient Students in each Reporting Category.

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Student Label

- A** States the student's name and identifying information.
- B** Indicates the school year and test form.
- C** Provides the scale score and achievement level for each content area.
- D** Features minimum scale scores for achievement levels.
- E** Gives the system and school name

A **LASTNAME, FIRSTNAME M.**

Grade: 6
 USID: XXXX9999
 Birth Date: mm/dd/yyyy

B School Year: 2009-2010
 ACHIEVEMENT FORM A

C **Student's Scale Score
 Achievement Level**

D Scale Score for Advanced
 Scale Score for Proficient
 Scale Score for Basic

E **SCHOOL NAME
 SYSTEM NAME**

READ/LANG ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
475	503	210	254
Proficient	Proficient	Proficient	Basic
999	999	999	999
999	999	999	999
999	999	999	Not Applicable



Guide to Test Report Interpretation
Spring 2010 TCAP Achievement Test
Grades 3 - 8