

Understanding the Individual Profile Report (IPR)



TCAP Achievement Test

Grades 3 - 8

Spring 2015 - Form F



Tennessee Department of Education • Office of Assessment Logistics



Table of Contents

Introduction	3
Understanding Quick Scores	3
Achievement Test (ACH) & English Linguistically Simplified Assessment (ELSA)	
Reading/Language Arts, Mathematics, and Science	4

Introduction

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

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

The Spring 2015 Achievement Tests were aligned with standards for Reading/Language Arts, Mathematics, and Science. For additional information on the Tennessee standards and what the student should be learning at his or her grade level, visit the Office of Assessment and Instruction website at www.tn.gov/education/standards.

Two different types of tests make up the TCAP Achievement Program: the Achievement (ACH) Test and the English Linguistically Simplified Assessment (ELSA).

1. The ACH Test is the general assessment for grades 3-8.
2. The ELSA is given to students who are eligible to receive English as a Second Language (ESL) services. The language for ELSA test items was simplified to help measure the intended content knowledge or skill. The content knowledge or skill being assessed was not simplified. ELSA test items may have been simplified in one or more of the following ways:
 - Wordiness decreased
 - Common words and simplest verb forms used
 - Words with multiple meanings avoided
 - Concrete words used
 - Sentence structure simplified
 - Context simplified

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

For additional information about the TCAP Achievement Test Program, visit the TCAP Achievement Test web page at www.tn.gov/education/assessment.

Understanding Quick Scores

Many parents may have already seen their student's TCAP quick score included on their student's end-of-year report card. Quick scores convert a student's raw score on TCAP (the number of questions they answered correctly) into a measure on the 100-point grading scale. This is the typical grading scale used by teachers. Quick scores are only intended to be factored into a student's end of year grade, as required by law. They are not intended to be a parent's primary window into their student's performance.

Each district can determine how quick scores should be incorporated into end-of-year-grades. Because quick scores may appear differently on report cards across the state, please reach out to your child's school or district to understand how the quick score was incorporated into their report card.


It's important to note that quick scores are no longer tied to TCAP performance levels (i.e., below basic, basic, proficient, advanced), meaning that a quick score of 85 is not equivalent to the cut score for proficient. This Individual Performance Report is the best source of information about your student's performance on TCAP. This report details your student's performance level and explains where your student excelled and where they struggled.

For more information concerning quick scores, please visit: http://www.tn.gov/education/data/quick_scores.shtml.

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

Reading/Language Arts, Mathematics, and Science


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



Individual Profile Report
TCAP Achievement Test

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

TEST ADMINISTRATOR
SCHOOL NAME
SYSTEM NAME



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

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

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

Reporting Categories	Student Achievement Level	Student RCPI	Achievement Level	RCPI Cut for Basic	RCPI Cut for Proficient	RCPI Cut for Advanced
Language	★	85		20	43	84
Vocabulary	★	90		17	33	83
Writing and Research	●	62		21	39	78
Communication and Media	○	25		12	29	67
Logic	●	34		18	30	59
Informational Text	★	95		29	44	77
Literature	●	32		22	32	60
Reading Composite	●	34		18	30	59
Language Arts Composite	●	51		31	49	79

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

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

Represents your Student's Reporting Category Performance Index (RCPI)
 Represents the Confidence Band
The line to the right and left of the RCPI symbol () represents the range in which your student would most likely score in a similar test experience.
 Represents the Proficient range of the Reporting Category
 Represents the RCPI necessary to achieve the Basic Achievement Level

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

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

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

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

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

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

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

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

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

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

Example of all subjects ACH

Page 1

mmddy- Z0000009-00000-0000-0000001

- A** Section A states the student's name, Unique Student Identification Number (USID), date of birth, and grade.
- B** Section B features the student's teacher, school name, and school system.
- C** Section C displays the name of the content area being reported.
- D** Section D indicates the name of the test (Achievement, ELSA, or Braille).

4

Copyright © 2015 by State of Tennessee Department of Education

TN1101280_ACHAllSub_PD.indd 4

6/9/15 3:09 PM

E **Section E** identifies the Achievement Levels using symbols. Scale scores are listed for the corresponding Achievement Levels. A description of each Achievement Level follows:

★ **Advanced** – Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are significantly prepared for the next level of study.

● **Proficient** – Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are prepared for the next level of study.

● **Basic** – Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are minimally prepared for the next level of study.

△ **Below Basic** – Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are not prepared for the next level of study.

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

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

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

I **Section I** shows the student's score for each reporting category based on the Reporting Category Performance Index (RCPI). The RCPI is an estimate of the number of items the student would be expected to answer correctly if there had been 100 such items for that category.

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

The diamond (◆) symbolizes the student's RCPI.

The bar (■) indicates the proficient range of the reporting category.

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

K **Section K** presents the RCPI required to reach the Basic, Proficient, and Advanced levels (cut scores shown are for display only).

L **Section L** provides information about knowledge and skills associated with the Achievement Levels.







Understanding the Individual Profile Report (IPR)

TCAP Achievement Test

Grades 3 - 8

Spring 2015 - Form F



TN00008271

1101280 1 2 3 4 5 A B C D E Printed in the USA ISD11913