



Understanding Your Child's Individual Profile Report (IPR)

Spring 2009 TCAP Achievement Test

Tennessee Comprehensive Assessment Program (TCAP)

Individual Profile Report
TCAP Achievement Test – Spring 2009

Teacher: TEACHER NAME
School: SCHOOL NAME
System: SYSTEM NAME

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

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 for instructional planning specific to your student and a point of reference for the teacher during a parent/teacher conference.

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 Performance Level achieved in each Reporting Category is represented by the following symbols:
 ★ = Advanced
 ● = Proficient
 ○ = State Proficient

Your Student's Scale Score is: 475
Performance Level: Proficient
 For Reading/Language Arts, the highest possible scale score is 500 and the lowest possible scale score is 330.

Reporting Category	Student Performance Level	Student Score
Content	★	45
Meaning	●	42
Vocabulary	○	34
Writing/Organization	●	49
Technical/Conventions	●	31

The Reporting Categories Performance Index (RCPI) is an estimate of the number of items your student would be expected to answer correctly if years had been 100.

Proficiency in 6th Grade Reading/Language Arts indicates sufficient evidence exhibited by, but not limited to, a student's ability!

Content: determines whether a given statement within a passage is fact or fiction; distinguish among literary genres; summarize the main idea of a piece; their context; how they influence future and first principles of view; and select an appropriate summary statement and determine whether the student is stated or implied.

Meaning: predict relevant events of a passage; select options to carry meaning; evaluate text for fact and opinion; recognize that precise determine text format; identify stated or implied cause and effect relationships; identify the main idea of a passage; select appropriate synonyms, antonyms, and homonyms within context; and use context clues, dictionaries, thesaurus, electronic text, and other resources to determine the meaning of words within context.

Vocabulary: recognize and use grade appropriate and/or content specific vocabulary within context; recognize multiple paragraphs work in a logical and coherent order; select appropriate context clues as aids in determining meaning within context; select appropriate time order and transitional words/phrases to enhance the flow of a writing sample.

Writing/Organization: select an appropriate title that reflects the topic of a written selection; recognize main paragraphs work in a logical and coherent order; select appropriate context clues as aids in determining meaning within context; identify the purpose for writing; identify the audience for which a text is written; identify the main idea of a passage; select appropriate synonyms, antonyms, and homonyms within context; and use context clues, dictionaries, thesaurus, electronic text, and other resources to determine the meaning of words within context.

Technical/Conventions: identify correct use of nouns, pronouns, verbs, adjectives, adverbs, and connectives within context; recognize usage errors occurring within context; identify correct syntax; use appropriate mechanics to support meaning within context; choose the correct use of quotation marks and commas within context; identify the correct use of capital letters and punctuation within context; identify correct use of hyphens and dashes within context; identify correct use of colons and semicolons within context; identify correct use of apostrophes within context; identify correct use of ellipses within context; identify correct use of parentheses within context; identify correct use of brackets within context; identify correct use of italics within context; identify correct use of underlines within context; identify correct use of boldface within context; identify correct use of strikethrough within context; identify correct use of subscript within context; identify correct use of superscript within context; identify correct use of text color within context; identify correct use of text background color within context; identify correct use of text font within context; identify correct use of text size within context; identify correct use of text style within context; identify correct use of text color within context; identify correct use of text background color within context; identify correct use of text font within context; identify correct use of text size within context; identify correct use of text style within context.

Technical/Conventions: use common text features to make meaning from text; locate information using available features; locate and verify information to support opinions; grade text; gather information on a specific topic and determine their usability; analyze use of symbols, metaphors, personification, and hyperbole; identify correct and incorrectly spelled words in preparation for a report or project; and analyze effect of genre in context.

Page 1



Copyright © 2009 Pearson Education, Inc. or its affiliates. All rights reserved.



Tennessee Department of Education
Assessment, Evaluation and
Research Division

This brochure explains the information given on your child's Individual Profile Report (IPR) for the TCAP Achievement Test.

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

Section B identifies your child's teacher, school name, and school system.

Section C gives the name of the content area being reported.

Section D gives your child's scale score and overall performance level for the test.

Section E lists the Reporting Categories for the content areas that are measured by the test.

Section F gives a graphical representation of how your child performed in each Reporting Category. The "Performance Level Indicators" are labeled as follows:

○ **Below Proficient** – Demonstrates a lack of understanding of the essential concepts and skills of the content area.

● **Proficient** – Demonstrates general understanding of the essential concepts and skills of the content area.

★ **Advanced** – Demonstrates an understanding of the application of complex concepts and skills of the content area.

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

Section H shows the bar graph which represents how your child performed in each Reporting Category based on the RCPI. The graph allows you to see how close your child's score was to the next higher or lower performance level.

◇ **Diamond** – Represents your child's Reporting Category Performance Index (RCPI)

■ **Bar** – Represents the proficient range of the Reporting Category

— **Confidence Band** – The line to the right and left of the Student RCPI symbol (◇). The line represents the range where your student would most likely score in a similar test experience.

Section I shows the RCPI required to reach the Proficient and Advanced levels.

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

Test scores reported on the IPR reflect the student's actual performance on that test and are only one indication of a student's ability. Results should be evaluated in conjunction with other sources of student achievement. For further assistance with understanding your child's Achievement Test score report, contact your child's teacher.

**Tennessee
Comprehensive
Assessment Program
(TCAP)**

**Individual Profile Report
TCAP Achievement Test – Spring 2009**

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

Teacher: TEACHER NAME
 School: SCHOOL NAME
 System: SYSTEM NAME

Achievement Form T

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 a parent-teacher conference.

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 Performance Level achieved in each Reporting Category is represented by the following symbols:

Performance Level Indicators
 ★ = Advanced
 ● = Proficient
 ○ = Below Proficient

Your Student's Scale Score is: 475
Performance Level: Proficient
For Reading/Language Arts, the highest possible scale score is 690 and the lowest possible scale score is 330.

Reporting Categories	Student Performance Level	Student RCPI	Performance Level							RCPI for Proficient	RCPI for Advanced			
			0	10	20	30	40	50	60			70	80	90
Content	★	85	[Bar graph showing performance level with diamond at 85]										43	84
Meaning	★	90	[Bar graph showing performance level with diamond at 90]										33	83
Vocabulary	●	62	[Bar graph showing performance level with diamond at 62]										39	78
Writing/Organization	○	25	[Bar graph showing performance level with diamond at 25]										29	67
Writing/Process	●	34	[Bar graph showing performance level with diamond at 34]										30	59
Grammar/Conventions	★	95	[Bar graph showing performance level with diamond at 95]										44	77
Techniques and Skills	●	32	[Bar graph showing performance level with diamond at 32]										32	60

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 Proficient range of the Reporting Category
 — 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.

Proficiency in 6th Grade Reading/Language Arts indicates sufficient evidence exhibited by, but not limited to, a student's ability to:

In Content, determine whether a given statement within a passage is fact or fiction, distinguish among literary genres, determine the main idea of a plot, their causes, how they influence future actions, and how it is resolved, recognize first person point of view, and select an appropriate summary statement and determine whether the theme is stated or implied;

In Meaning, predict future events of a passage, select questions to clarify thinking, evaluate text for fact and opinion, recognize that purpose determines text format, identify stated or implied cause and effect relationships, and draw inferences from selected text;

In Vocabulary, recognize and use grade appropriate and/or content specific vocabulary within context, choose correct meaning of multiple meaning words in context, use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context, select appropriate synonyms, antonyms, and homonyms within context, and use context clues, dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meaning of unfamiliar words;

In Writing/Organization, select an appropriate title that reflects the topic of a written selection, rearrange multi-paragraphed work in a logical and coherent order, select appropriate concluding sentence for a well-developed paragraph, supply missing piece of information in an outline, and select appropriate time-order and transitional words/phrases to enhance the flow of a writing sample;

In Writing/Process, complete a graphic organizer with information from notes for a writing selection, identify the purpose for writing, identify the audience for which a text is written, identify sentences irrelevant to a paragraph's theme or flow, choose supporting sentences that best fit the context flow of ideas in a paragraph, identify within context a variety of appropriate sentence-combining techniques within context, and select best way to combine sentences to provide syntactic variety within context;

In Grammar/Conventions, identify correct use of nouns, pronouns, verbs, adjectives, adverbs, and commas within context, recognize usage errors occurring within context, identify correct spelling of plurals and possessives, identify sentences with correct subject-verb agreement within context, choose the correct use of quotation marks and commas within context, identify the correct use of colons, and choose the most appropriate interjection to complete a sentence;

In Techniques and Skills, use common text features to make meaning from text, locate information using available features, locate and verify information to support opinions, predictions, and conclusions, select sources from which to gather information on a given topic and determine their reliability, analyze use of similes, metaphors, personification, and hyperbole, identify correctly and incorrectly spelled words in context, identify the most reliable sources of information for preparing a report or project, and analyze effects of sound in context.

Page 1
021709-Z0000013-00000000-0000001