

**ELIZABETH A. JONES**

USID: XXXXX3745  
Birth Date: 02/07/1997  
Grade: 6

Teacher: SELLS NANCY  
School: FARRAGUT MIDDLE  
System: KNOX COUNTY

## Reading/Language Arts Test Results

**Achievement Form T**

**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: 555**

**Performance Level: Advanced**

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			100		
Content	★	82														39	74
Meaning	★	86														38	78
Vocabulary	★	92														55	87
Writing/Organization	★	84														32	74
Writing/Process	★	79														33	66
Grammar/Conventions	★	85														41	76
Techniques and Skills	★	75														32	62

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) score.
- ▒ Represents the range of the Proficient performance level 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 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.





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## Social Studies Test Results

Achievement Form T

**Purpose:** This report provides a comprehensive record of your student's performance on the Social Studies portion of the TCAP Achievement Test. It is a source of information for instructional planning specific to your student and a point of reference for the teacher during a parent-teacher conference.

### Your Student's Performance

A graphic representation of your student's performance on the Reporting Categories of Social Studies is shown to the right. The 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: 223

Performance Level: Advanced

For Social Studies, the highest possible scale score is 280 and the lowest possible scale score is 120.

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	100											
Economics	★	84																				40	74	
Governance and Civics	★	88																					34	76
Geography	★	88																					47	83
Prehistory - Ancient Civilization	★	80																					35	66
Dark Ages - Renaissance	★	79																					44	73

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) score.
- ▨ Represents the range of the Proficient performance level 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 Social Studies indicates sufficient evidence exhibited by, but not limited to, a student's ability to:

In **Economics**, recognize an example of a barter economy, identify major trade routes, identify disadvantages and advantages of nomadic and early farming lifestyles, recognize importance of development of early civilizations around rivers, and recognize importance of trade in later civilizations;

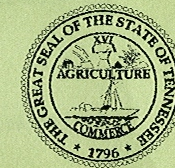
In **Governance & Civics**, recognize types of government, recognize steps giving rise to complex governmental organizations, identify development of written laws, and recognize roles assigned to individuals in various societies;

In **Geography**, identify the basic components of a world map, identify basic geographic forms, recognize the basic components of culture, identify the location of early civilizations on a map, identify geographic reasons for the location of population centers prior to 1500, use various maps to understand geographic and historical information, and recognize reasons cultural groups develop or settle in specific physical environments;

In **World History: Prehistory-Ancient Civilization**, identify the job characteristics of archaeologists, anthropologists, geologists, and historians, read a timeline and order events of the past between prehistory and the Renaissance, recognize the types of early communities, identify types of artifacts by pictorial representation, recognize the forms of early world writing, identify major technological advances, recognize the designations for time dating, recognize major historical time periods, recognize the world's major religions and their founders, identify conclusions about early world historical events using primary and secondary sources, identify examples of groups impacting world history, identify the development of written and spoken languages, identify characteristics including economy, social relations, religion, and political authority of various societies, recognize possible causes of change in civilizations, recognize significant epics as historical sources, identify differences between various cultural groups, identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life, and recognize impact of individuals on world history;

In **World History: Dark Ages-Renaissance**, identify differences between various cultural groups, read a timeline and order events of the past between prehistory and the Renaissance, identify types of artifacts by pictorial representation, identify major technological advances, recognize the designations for time dating, recognize major historical time periods, identify the job characteristics of archaeologists, anthropologists, geologists, and historians, identify examples of groups impacting world history, identify conclusions about early world historical events, recognize and order historical events on a timeline between the Middle Ages and Renaissance, identify development of written and spoken languages, identify characteristics including economy, social relations, religion, and political authority of various societies, recognize possible cause of changes in civilizations, identify impact of advances in technology on history, recognize how Renaissance changed nature of society, and recognize impact of individuals on world history.





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Mathematics Test Results

Achievement Form T

**Purpose:** This report provides a comprehensive record of your student's performance on the Mathematics 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 Mathematics 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: 584

Performance Level: Advanced

For Mathematics, the highest possible scale score is 710 and the lowest possible scale score is 325.

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			100				
Number and Operations	★	93																47	73
Algebraic Thinking	★	95																43	79
Real World Problem Solving	★	96																46	82
Data Analysis and Probability	★	94																39	77
Measurement	★	78																25	44
Geometry	★	83																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.

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 Represents the range of the Proficient performance level 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 Mathematics indicates sufficient evidence exhibited by, but not limited to, a student's ability to:**

In **Number and Operations**, identify the place value for a given digit, represent numbers using a variety of models and equivalent forms, connect whole numbers, mixed numbers, fractions, and decimals to locations on the number line, compare and order whole numbers, fractions, decimals, and percents using appropriate symbols, identify prime and composite numbers, apply order of operations, use estimation to select a reasonable solution involving whole numbers, fractions and/or decimals, and compute efficiently and accurately with whole numbers, fractions, and decimals;

In **Algebraic Thinking**, extend geometric and numerical patterns, apply function rules, generalize patterns in data represented in tables, find missing addends or factors represented as variables in simple equations, use ordered pairs to describe points in Quadrant I of a coordinate system, and select an equation that represents a given mathematical relationship;

In **Real World Problem Solving**, use scales to read maps and solve real-world problems involving whole numbers and decimals, elapsed time, perimeter and area of rectangles, bar and line graphs, and rate charts;

In **Data Analysis and Probability**, determine mode and mean of a data set, determine the median from a stem-and-leaf plot, determine if a sample is biased, and represent the likelihood of an event using a number from 0-1;

In **Measurement**, use strategies to estimate perimeter and area of rectangles, convert from one unit to another within the same system, select units of appropriate size and type to measure angles, perimeter, area, capacity, volume, and weight, determine area of rectangles and triangles by applying formulas, and determine distance between points on the X or Y axis in Quadrant I;

In **Geometry**, identify parallel, perpendicular, and intersecting lines, classify two-dimensional geometric figures using properties, classify angles as acute, obtuse, right, or straight angles, use spatial reasoning to identify the three-dimensional figure created from a two-dimensional representation of that figure, and identify the results of transformations of two-dimensional figures.





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## Science Test Results

## Achievement Form T

**Purpose:** This report provides a comprehensive record of your student's performance on the Science 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 Science 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: 221

Performance Level: Advanced

For Science, the highest possible scale score is 280 and the lowest possible scale score is 120.

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	100															
Interactions Living/Environ	★	82																								38	73	
Food Production and Energy for Life	★	83																									43	78
Diversity/Living Things	★	72																									48	68
Biological Change	★	82																									49	76
Earth and its Place in the Universe	★	71																									41	66
Energy	★	70																									36	65

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) score.  
 ■■■■■ Represents the range of the Proficient performance level of the Reporting Category.  
 — Represents the Confidence Band:  
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Proficiency in 6th Grade Science indicates sufficient evidence exhibited by, but not limited to, a student's ability to:

In *Interactions Between Living Things and Their Environment*, recognize how animals and plants are interdependent and distinguish among commensalism, parasitism, and mutualism;

In *Food Production/Energy for Life*, identify how organisms obtain food for energy and classify organisms as producer, consumers, or decomposers in a food chain or food web;

In *Diversity/Adaptation Among Living Things*, identify adaptations that enhance the survival of organisms in an environment and determine which organisms are likely to survive in a particular environment;

In *Biological Change*, analyze how fossils provide information about the past, identify factors that contribute to extinction, and differentiate between relative age of fossils in sedimentary rock;

In *Earth's Place in the Universe*, distinguish between a day, month, and year on Earth based on the movements of the Earth, sun, and moon, identify the force that pulls objects toward Earth, differentiate between planets according to specific characteristics, differentiate between solar and lunar eclipses, categorize the components of universe, and select the diagram that reflects the Earth/sun relationship that accounts for the four seasons;

In *Energy*, predict the direction of heat flow between objects, identify wavelength, frequency, and amplitude of a wave, recognize a variety of energy transformation, and select examples of refraction, reflection, and absorption of light.