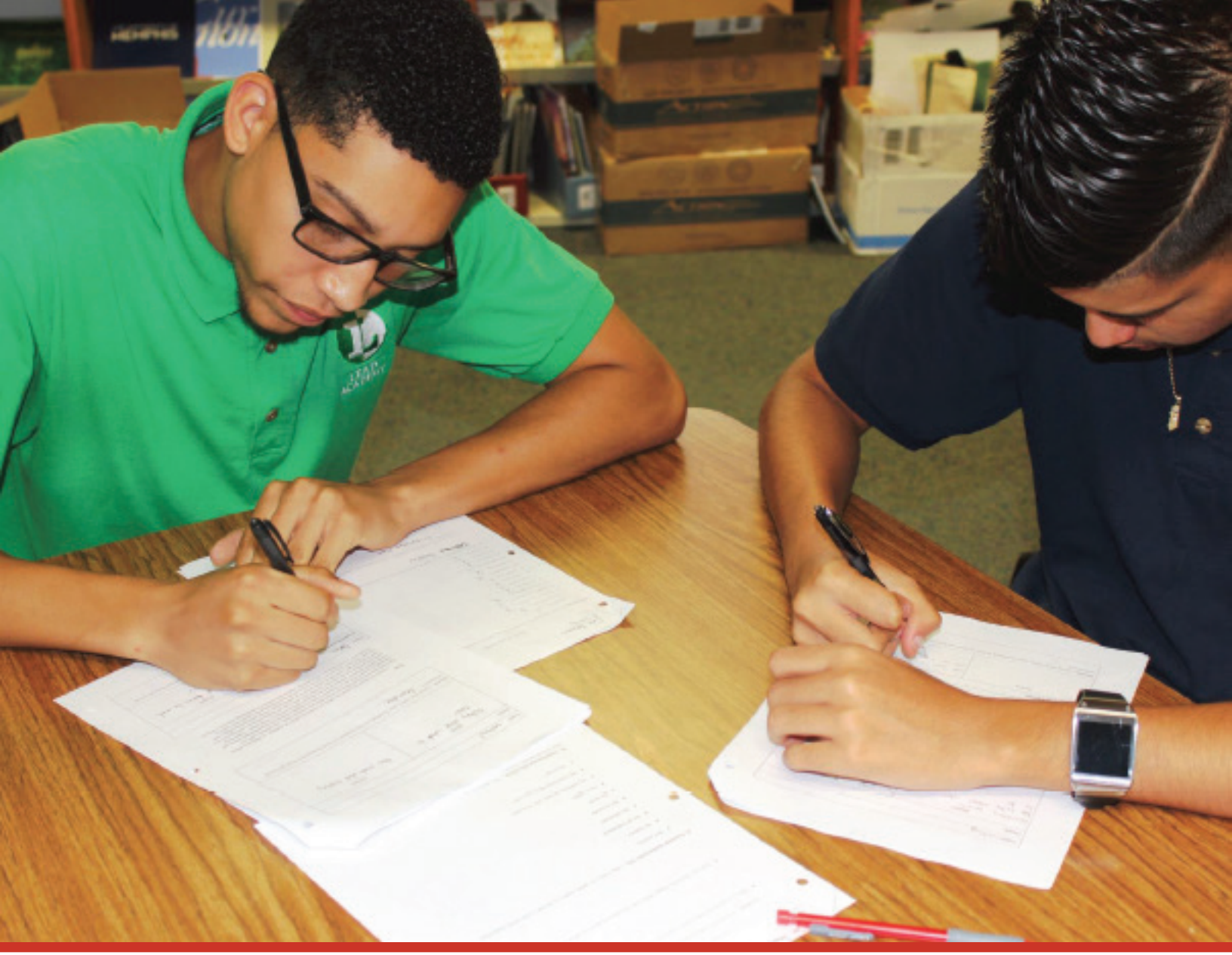

Guide to Test Interpretation

2017–18 TCAP End-of-Course Assessments

Tennessee Department of Education | June 2018

TN Department of Education

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Introduction

Educators,

The Guide to Test Interpretation was developed by the department to assist educators in navigating the TNReady assessment reports.

The results presented in these reports are helpful in making important decisions regarding instructional needs for classes and individual students. Of particular interest to classroom teachers are the Class Roster Report, which details where each student met, exceeded, or was below expectations for each group of standards, and the Standards Analysis Report, which outlines how your students as a group performed on each tested standard. These reports, along with the Individual Student Reports for families, provide an opportunity for educators, parents, and students to talk about how to support our students' growth toward their long-term goals.

Over the past several years, educators like you have helped us develop the TNReady test, and the questions are based on what students are expected to know and be able to do, which are the academic expectations Tennessee teachers set for our state. Together, we have raised these expectations, and you may see some lower scores than you would normally expect while our schools adjust.

We are proud of our students, and we greatly appreciate the time and energy you have spent to ensure that students were ready for this moment. We believe that every child is incredibly capable, and we are looking forward to another year of learning ahead. We hope this guide helps you use and understand the TNReady reports as one measure of student progress. Thank you for continuing to help our students to be the very best they can be.

Best,

Dr. Candice McQueen
Tennessee Commissioner of Education

A variety of the Tennessee Comprehensive Assessment Program (TCAP) EOC reports are available to educators via Nextera® Admin at https://tn.nextera.questarai.com/Admin/. Please refer to the "Accessing Reports—Quick Reference Guide" on the Help Tab in Nextera® Admin for step-by-step instructions on accessing reports.

The table below represents the report name and distribution for the following subjects:

Algebra I, Algebra II, English I, English II, English III, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, and U.S. History

Report	Distribution	Print	PDF/Print on Demand
Individual Student Report (ISR)	Student/Parent	+	+
Student Label	School	+	+
Class Roster	School		+
Summary Report	School/District		+
Disaggregation Summary Report	School/District		+
Standards Analysis Summary Report	School/District		+
Raw Score Report*	School		+

The table below represents the report name and distribution for **Biology** and **Chemistry**.

Report			
Individual Profile Report (IPR)	Student/Parent	+	+
Student Label	School	+	+
Class Roster	School		+
Performance Level Summary Report	School/District		+
Sub-score Category Performance Report	School/District		+
Disaggregation Summary Report	School/District		+
Raw Score Report*	School		+

*Raw Score Reports are posted on Nextera Admin at https://tn.nextera.questarai.com/Admin/.

Section One: English, Math, and U.S. History

Section One in the *Guide to Test Interpretation* will walk you through the reports for Algebra I, Algebra II, English I, English II, English III, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, and U.S. History.

Within this section you will view:

- Individual Student Report
- Student Label
- Class Roster
- Summary Report
- Disaggregation Summary Report
- Standards Analysis Summary Report

INDIVIDUAL STUDENT REPORT (ISR)

The Individual Student Report (ISR) provides performance details at the student level for a given content area. The ISR's primary audience is that of the parent and student. The student will receive an ISR for each of the content areas they tested in for the 2017–2018 administration.

The ISR provides a student and their parents specific details regarding their performance in each content area assessment. This two-page report shows the student's overall score and performance level compared to averages at the school, district, and state levels for the same assessment. It also provides the student's score for each Sub-score category within the content area and gives information regarding their strengths, areas in need of improvement, and possible next steps that should be taken to improve their performance going forward.

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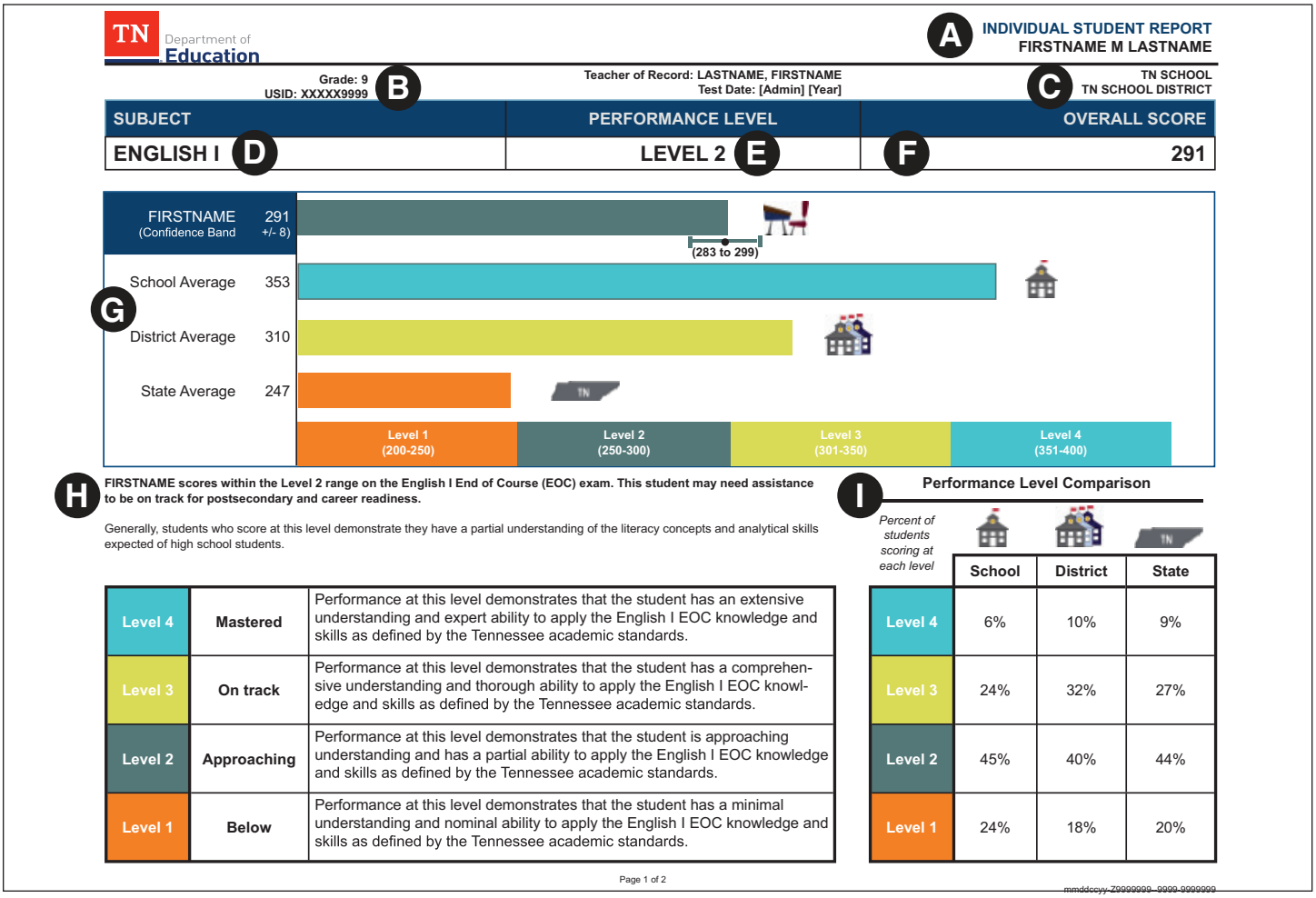

A States the report name and student's name.

B States the student's grade level, last four digits of his or her unique student identifier number (USID), and the teacher's name.

C States the student's school and district.

D Displays the content area being reported.

E Reports the student's performance level for the content area assessment.

F Reports the student's overall score for the assessed content area.

G Displays how the student's results compared to the average at the school, district, and state level.

H **FIRSTNAME scores within the Level 2 range on the English I End of Course (EOC) exam. This student may need assistance to be on track for postsecondary and career readiness.**

Generally, students who score at this level demonstrate they have a partial understanding of the literacy concepts and analytical skills expected of high school students.

Level 4	**Mastered**	Performance at this level demonstrates that the student has an extensive understanding and expert ability to apply the English I EOC knowledge and skills as defined by the Tennessee academic standards.
Level 3	**On track**	Performance at this level demonstrates that the student has a comprehensive understanding and thorough ability to apply the English I EOC knowledge and skills as defined by the Tennessee academic standards.
Level 2	**Approaching**	Performance at this level demonstrates that the student is approaching understanding and has a partial ability to apply the English I EOC knowledge and skills as defined by the Tennessee academic standards.
Level 1	**Below**	Performance at this level demonstrates that the student has a minimal understanding and nominal ability to apply the English I EOC knowledge and skills as defined by the Tennessee academic standards.

I **Performance Level Comparison**

Percent of students scoring at each level	School	District	State
Level 4	6%	10%	9%
Level 3	24%	32%	27%
Level 2	45%	40%	44%
Level 1	24%	18%	20%

H Provides more information on the student's performance level and the meaning around his or her performance level.

I Displays the performance level comparison and the percentage at each level for the school, district, and state.

Sub-score Rating indicates how a student performed in each **Sub-score Category** *compared to students who are on track.* Sub-scores are used to identify potential **Strengths** and **Areas for Improvement.** This is different from the student's overall **Performance Level**, which measures how the student performed *compared to the criterion standards set by teachers and other educators in Tennessee.*

ENGLISH I

J

Sub-score Category	Students demonstrate understanding by ...	Sub-score Rating	Points Possible	Student Points Earned
Reading: Literature	reading and analyzing fiction, drama and poetry for grades 9-10.	Lower ⬇	0-8	9
Reading: Informational Text	reading and analyzing non-fiction for grades 9-10.	Similar ⟷	0-8	9
Language	applying knowledge of language to make effective choices for meaning or style.	Higher ⬆	0-8	9
Writing: Development	using relevant evidence from the text to thoroughly develop a topic.	Higher ⬆	0-8	9
Writing: Focus & Organization	effectively organizing writing for clarity.	Higher ⬆	0-8	9
Conventions	correctly using the rules of standard English.	Lower ⬇	0-8	9
	K **FIRSTNAME's Total ENGLISH I EOC Raw Score = 99/99**		0-99	99

LEGEND

⬇ **Lower:** earned fewer points than the average student who met the minimum on-track score

⟷ **Similar:** earned points comparable to the average student who met the minimum on track score.

⬆ **Higher:** earned more points than the average student who met the minimum on track score.

L

STRENGTHS	AREAS OF IMPROVEMENT	NEXT STEPS
FIRSTNAME may have a strong understanding in these areas:	**FIRSTNAME may need to improve skills in these areas:**	**Consider the following to increase FIRSTNAME's performance:**
• Using context clues to determine the meaning of words and phrases • Using appropriate and precise language • Establishing and maintaining a formal style and objective tone • Including an effective introduction and conclusion in writing • Using effective organizational techniques when writing • Accurately using evidence to support writing • Using explicit details from a text to demonstrate understanding	• Determining the theme or central idea of grade-level literary text • Editing text for correct grammar and conventions • Composing a piece of writing with only minor errors	• Read and discuss complex text in the 9-10 grade band with others • Focus on determining the meaning of unknown words using context • Practice supporting ideas with evidence from both literary and informational text • Reference the Family Report Guide for more information

M

The **Family Report Guide at http://familyreport.tnedu.gov/** provides more detailed information to help you interpret this report.
If you have further questions, please contact FIRSTNAME's teacher or principal in TN School District at (800) 123-4567.

TN Department of Education

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J For each Sub-score category, the Sub-score rating is determined by comparing each student's points earned to the benchmark score. The benchmark score is based on the average points earned for students who met the minimum score necessary to be considered *on track* (Level 3).

K Displays the student's raw score data, the total points possible, and the total points the student earned.

L Provides information on the student's strengths and areas for improvement as exhibited by their performance in each of the Sub-score categories. It also provides some possible next steps to increase the student's performance.

M Directs parents to The Family Report Guide for more information or additional help on understanding the student's ISR located at http://familyreport.tnedu.gov/.

STUDENT LABEL

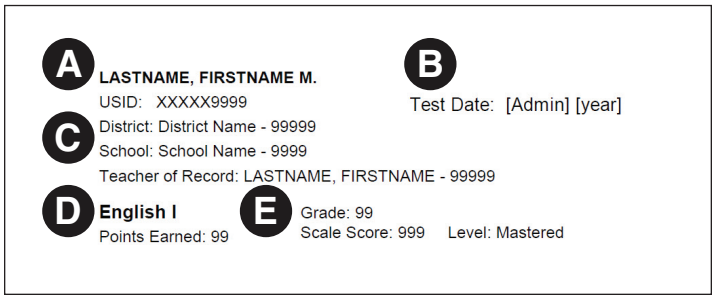
A States the student's name and identifying information.

B Specifies the test administration.

C Indicates the district, school, and teacher.

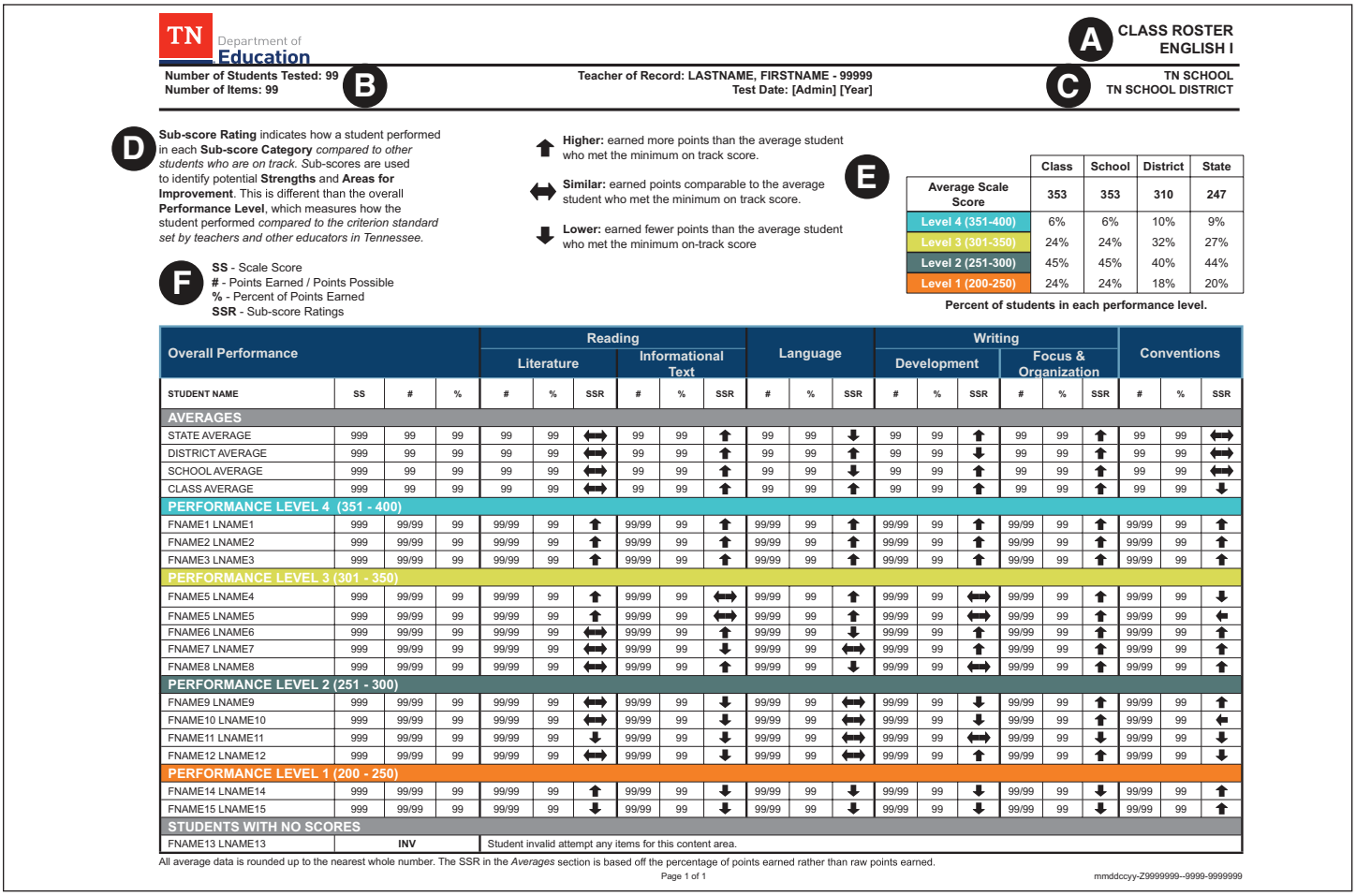
D Identifies the content area.

E Provides the points earned, scale score, and student's performance level.



CLASS ROSTER

The Class Roster provides score information for students who were grouped under a Test Administration Group form by the school. This roster provides the number and percentage of points earned for each student in the administration group in each Sub-score category. Averages for the class, school, district, and state are provided at the top of the roster, and then students are grouped according to performance level.



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A CLASS ROSTER
ENGLISH I

Number of Students Tested: 99
Number of Items: 99 **B**

Teacher of Record: LASTNAME, FIRSTNAME - 99999
Test Date: [Admin] [Year]

C TN SCHOOL
TN SCHOOL DISTRICT

D **Sub-score Rating** indicates how a student performed in each **Sub-score Category** *compared to other students who are on track*. Sub-scores are used to identify potential **Strengths** and **Areas for Improvement**. This is different than the overall **Performance Level**, which measures how the student performed *compared to the criterion standard set by teachers and other educators in Tennessee.*

Higher: earned more points than the average student who met the minimum on track score.

Similar: earned points comparable to the average student who met the minimum on track score.

Lower: earned fewer points than the average student who met the minimum on-track score

E

Average Scale Score	Class 353	School 353	District 310	State 247
Level 4 (351-400)	6%	6%	10%	9%
Level 3 (301-350)	24%	24%	32%	27%
Level 2 (251-300)	45%	45%	40%	44%
Level 1 (200-250)	24%	24%	18%	20%

Percent of students in each performance level.

F
SS - Scale Score
- Points Earned / Points Possible
% - Percent of Points Earned
SSR - Sub-score Ratings

Overall Performance				Reading						Language			Writing						Conventions		
				Literature			Informational Text						Development			Focus & Organization					
STUDENT NAME	SS	#	%	#	%	SSR	#	%	SSR	#	%	SSR	#	%	SSR	#	%	SSR	#	%	SSR
AVERAGES																					
STATE AVERAGE	999	99	99	99	99	⟺	99	99	⬆	99	99	⬇	99	99	⬆	99	99	⬆	99	99	⟺
DISTRICT AVERAGE	999	99	99	99	99	⟺	99	99	⬆	99	99	⬆	99	99	⬇	99	99	⬆	99	99	⟺
SCHOOL AVERAGE	999	99	99	99	99	⟺	99	99	⬆	99	99	⬇	99	99	⬆	99	99	⬆	99	99	⟺
CLASS AVERAGE	999	99	99	99	99	⟺	99	99	⬆	99	99	⬆	99	99	⬆	99	99	⬆	99	99	⬇
PERFORMANCE LEVEL 4 (351 - 400)																					
FNAME1 LNAME1	999	99/99	99	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆
FNAME2 LNAME2	999	99/99	99	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆
FNAME3 LNAME3	999	99/99	99	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆
PERFORMANCE LEVEL 3 (301 - 350)																					
FNAME5 LNAME4	999	99/99	99	99/99	99	⬆	99/99	99	⟺	99/99	99	⬆	99/99	99	⟺	99/99	99	⬆	99/99	99	⬇
FNAME5 LNAME5	999	99/99	99	99/99	99	⬆	99/99	99	⟺	99/99	99	⬆	99/99	99	⟺	99/99	99	⬆	99/99	99	⬅
FNAME6 LNAME6	999	99/99	99	99/99	99	⟺	99/99	99	⬆	99/99	99	⬇	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆
FNAME7 LNAME7	999	99/99	99	99/99	99	⟺	99/99	99	⬇	99/99	99	⟺	99/99	99	⬆	99/99	99	⬆	99/99	99	⬆
FNAME8 LNAME8	999	99/99	99	99/99	99	⟺	99/99	99	⬆	99/99	99	⬇	99/99	99	⟺	99/99	99	⬆	99/99	99	⬆
PERFORMANCE LEVEL 2 (251 - 300)																					
FNAME9 LNAME9	999	99/99	99	99/99	99	⟺	99/99	99	⬇	99/99	99	⟺	99/99	99	⬇	99/99	99	⬆	99/99	99	⬆
FNAME10 LNAME10	999	99/99	99	99/99	99	⟺	99/99	99	⬇	99/99	99	⟺	99/99	99	⬇	99/99	99	⬆	99/99	99	⬅
FNAME11 LNAME11	999	99/99	99	99/99	99	⬇	99/99	99	⬇	99/99	99	⟺	99/99	99	⟺	99/99	99	⬇	99/99	99	⬇
FNAME12 LNAME12	999	99/99	99	99/99	99	⟺	99/99	99	⬇	99/99	99	⟺	99/99	99	⬆	99/99	99	⬆	99/99	99	⬇
PERFORMANCE LEVEL 1 (200 - 250)																					
FNAME14 LNAME14	999	99/99	99	99/99	99	⬆	99/99	99	⬇	99/99	99	⬇	99/99	99	⬇	99/99	99	⬇	99/99	99	⬆
FNAME15 LNAME15	999	99/99	99	99/99	99	⬇	99/99	99	⬇	99/99	99	⬇	99/99	99	⬇	99/99	99	⬇	99/99	99	⬆
STUDENTS WITH NO SCORES																					
FNAME13 LNAME13	INV			Student invalid attempt any items for this content area.																	

All average data is rounded up to the nearest whole number. The SSR in the *Averages* section is based off the percentage of points earned rather than raw points earned.

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mmddccyy-Z9999999--9999-9999999

A Displays the name of the report and the content area being reported.

B Provides the number of students on the report, the number of scored items for the reported content area, the test administrator's name, and the test date. **Note:** multi-part items are reported as one item.

C Displays the school and district name.

D Provides an explanation of Sub-score rating as well as a legend for the rating indicators.

E Provides the average scale score and the percentage of students at each performance level for the class, school, district, and state.

F Provides average overall scores at the state, district, school, and class levels, as well as the average number and percentage of points earned in each Sub-score category. Students are grouped by performance level with their individual scale score, the total number and percentage of points earned on the assessment, and the number and percentage of points earned in each Sub-score category.

* In some instances, the combined total of the average number of points earned in each Sub-score category may differ slightly from the total number of the average points earned at the class, school, district, and state levels. This discrepancy sometimes results when rounding rules are applied to the calculations used to attain the averages.

SUMMARY REPORT

Page one of the Summary Report provides an overview of scores at the school and district levels. Subsequent pages provide a student roster with overall scale scores and performance levels for each school within the district.

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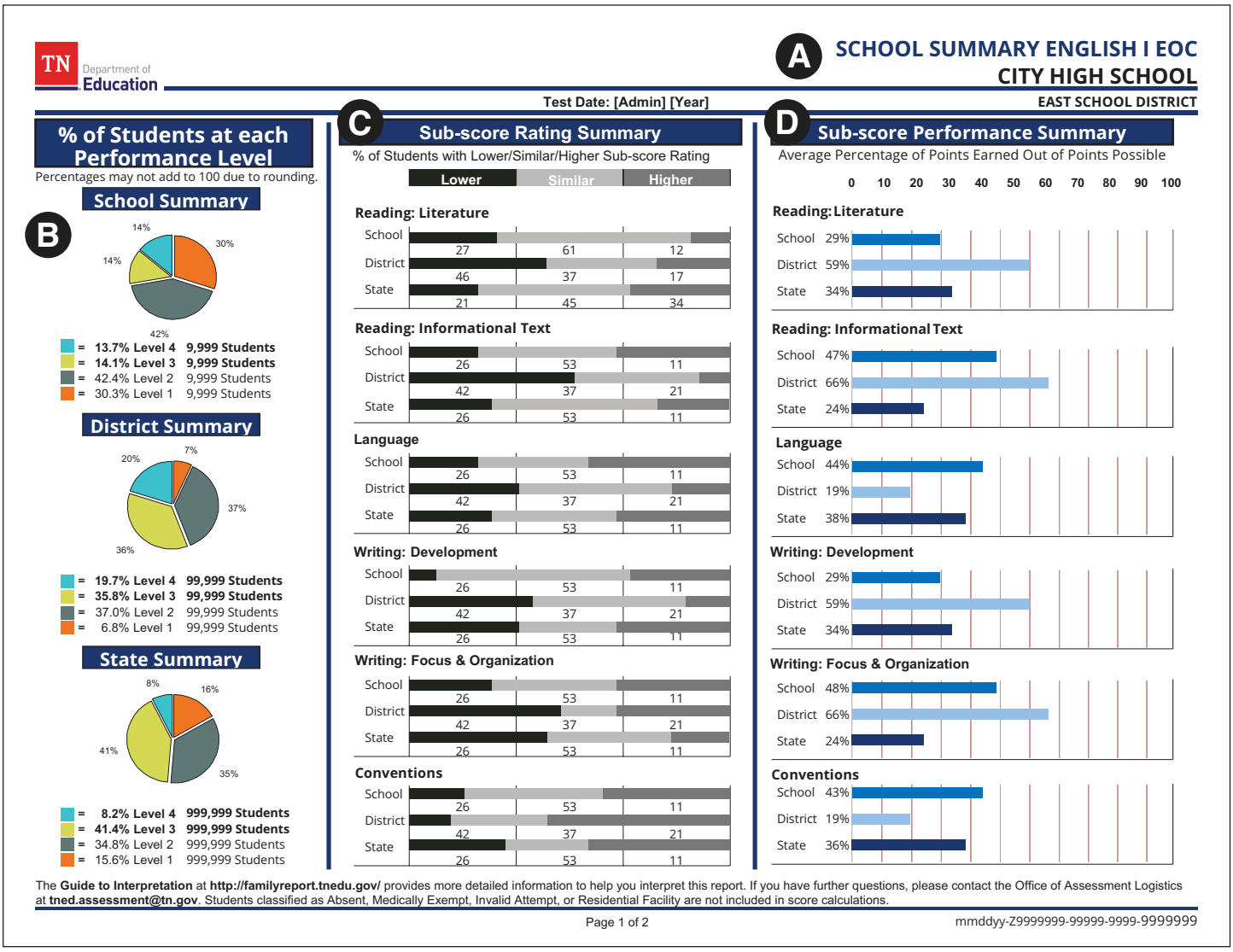

A Provides the name of the report and the school.

B Provides a visual comparison of the percentage of students in each performance level at the school, district, and state levels.

C Provides a visual breakout of the percentage (%) of students in each Sub-score rating level at the school, district, and state levels.

D Provides the average percentage of points earned out of points possible for each Sub-score category at the school, district, and state levels.

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A **SCHOOL SUMMARY ENGLISH I EOC**
CITY HIGH SCHOOL

Test Date: [Admin] [Year] — EAST SCHOOL DISTRICT

= Number of students at performance level
% = Percent of students at performance level

B

	Number Tested	Average Scale Score	PERFORMANCE LEVEL							
			LEVEL 1 (200 – 250)		LEVEL 2 (251 – 300)		LEVEL 3 (301 – 350)		LEVEL 4 (351 – 400)	
			#	%	#	%	#	%	#	%
TENNESSEE	**999,999**	**999**	**999**	**100**	**999**	**100**	**999**	**100**	**999**	**100**
EAST SCHOOL DISTRICT **C**	**99,999**	**999**	**999**	**100**	**999**	**100**	**999**	**100**	**999**	**100**
CITY HIGH SCHOOL	**99,999**	**999**	**999**	**100**	**999**	**100**	**999**	**100**	**999**	**100**
ALASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
BLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
CLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
DLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
ELASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
FLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
GLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
HLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
IFLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
JLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
KLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
LLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
MLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
NLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
OLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
PLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
QLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
RLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
SLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100
TLASTNAME,FIRSTNAME - 99999	9,999	999	999	100	999	100	999	100	999	100

Students classified as Absent, Medically Exempt, Invalid Attempt, or Residential Facility are not included in score calculations.

Percentages may not add to 100 due to rounding.

Page 2 of 2

mmddyy-Z9999999-99999-9999-9999999

A Provides the name of the report and the school.

B Provides a breakout summary of state, district, and school performance. The summary includes the number of students tested and the average scale score at each of the four performance levels.

C Provides a roster of students for the school, sorted by last name, with the student's overall scale score and performance level on the test.

DISAGGREGATION SUMMARY REPORT

The Disaggregation Summary Report provides a breakout of the number of students and the percentage of students at each performance level for a given subgroup.

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TN Department of Education

A SCHOOL DISAGGREGATION SUMMARY ENGLISH I EOC
CITY HIGH SCHOOL

B ENGLISH I | Test Date: [Admin] [Year] | EAST SCHOOL DISTRICT

- Number of Students at Performance Level
% - Percent of Students at Performance Level

F	**C** Number Tested	**D** Average Scale Score	**E** PERFORMANCE LEVEL							
			Level 1 (200 - 250)		Level 2 (251 - 300)		Level 3 (301 - 350)		Level 4 (351 - 400)	
			#	%	#	%	#	%	#	%
Total Tested	9,999	999	999	100%	999	100%	999	100%	999	100%
Gender										
Female	9,999	999	999	100%	999	100%	999	100%	999	100%
Male	9,999	999	999	100%	999	100%	999	100%	999	100%
Not Indicated	9,999	999	999	100%	999	100%	999	100%	999	100%
Ethnic Origin/Race										
American Indian or Alaska Native	9,999	999	999	100%	999	100%	999	100%	999	100%
Aisan	9,999	999	999	100%	999	100%	999	100%	999	100%
Black or African American	9,999	999	999	100%	999	100%	999	100%	999	100%
Hispanic/Latino	9,999	999	999	100%	999	100%	999	100%	999	100%
Native Hawaiian or Other Pacific Islander	9,999	999	999	100%	999	100%	999	100%	999	100%
White	9,999	999	999	100%	999	100%	999	100%	999	100%
Not Indicated	9,999	999	999	100%	999	100%	999	100%	999	100%
Economically Disadvantaged										
Economically Disadvantaged	9,999	***	***	***	***	***	***	***	***	***
Title 1										
SWP	9,999	999	999	100%	999	100%	999	100%	999	100%
TAS	9,999	999	999	100%	999	100%	999	100%	999	100%
Special Education										
With Accommodations	9,999	999	999	100%	999	100%	999	100%	999	100%
Without Accommodations	9,999	999	999	100%	999	100%	999	100%	999	100%
TOTAL Special Education	9,999	999	999	100%	999	100%	999	100%	999	100%
Modified Format										
Braille	9,999	999	999	100%	999	100%	999	100%	999	100%
Large Print	9,999	999	999	100%	999	100%	999	100%	999	100%
Gifted										
Gifted	9,999	999	999	100%	999	100%	999	100%	999	100%
Functionally Delayed										
Functionally Delayed	9,999	999	999	100%	999	100%	999	100%	999	100%
Migrant										
Migrant	9,999	999	999	100%	999	100%	999	100%	999	100%
Homebound										

Percentages may not add to 100 due to rounding.

Results include all students with valid scores on the TCAP for the content area, including Braille and Large Print.
***No data are reported when fewer than 10 students. Students classified as Absent, Medically Exempt, Invalid Attempt, or Residential Facility are not included in score calculations.

G

Page 1 of 2 | mmddccyy-Z9999999--9999-9999999

A Provides the name of the report, content area, and the name of the school.

B Provides the content area, test administration/year, and district information.

C Provides the total number of students tested for each subgroup.

D Provides the average scale score for each subgroup.

E Provides a breakout of the number and percentage of students in each performance level by subgroup.

F Provides a list of subgroups.

G If there are fewer than 10 students within a subgroup, those results will not be reported. Students who are Absent, Medically Exempt, Invalid Attempt, or Residential Facility are not included in the score calculations.

Page 2 of 2

Provides a continuation of subgroups broken out by number and percentage of students in each performance level.

TN Department of Education

SCHOOL DISAGGREGATION SUMMARY ENGLISH I EOC
CITY HIGH SCHOOL

ENGLISH I | **Test Date: [Admin] [Year]** | **EAST SCHOOL DISTRICT**

- Number of Students at Performance Level
% - Percent of Students at Performance Level

	Number Tested	Average Scale Score	PERFORMANCE LEVEL							
			Level 1 (200 - 250)		Level 2 (251 - 300)		Level 3 (301 - 350)		Level 4 (351 - 400)	
			#	%	#	%	#	%	#	%
Homebound	9,999	999	999	100%	999	100%	999	100%	999	100%
504 Service Plan										
With Accommodations	9,999	999	999	100%	999	100%	999	100%	999	100%
Without Accommodations	9,999	999	999	100%	999	100%	999	100%	999	100%
TOTAL 504 Service Plan	9,999	999	999	100%	999	100%	999	100%	999	100%
EL Services										
EL With Accommodations	9,999	999	999	100%	999	100%	999	100%	999	100%
EL Without Accommodations	9,999	999	999	100%	999	100%	999	100%	999	100%
TOTAL EL	9,999	999	999	100%	999	100%	999	100%	999	100%
T1	9,999	999	999	100%	999	100%	999	100%	999	100%
T2	9,999	999	999	100%	999	100%	999	100%	999	100%
T3	9,999	999	999	100%	999	100%	999	100%	999	100%
T4	9,999	999	999	100%	999	100%	999	100%	999	100%
TOTAL T1, T2, T3 & T4	9,999	999	999	100%	999	100%	999	100%	999	100%

Percentages may not add to 100 due to rounding.

Results include all students with valid scores on the TCAP for the content area, including Braille and Large Print.
***No data are reported when fewer than 10 students. Students classified as Absent, Medically Exempt, Invalid Attempt, or Residential Facility are not included in score calculations.

Page 2 of 2

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STANDARDS ANALYSIS SUMMARY REPORT

The Standards Analysis Summary Report is produced for English, Math, and U.S. History content areas. This report provides information on how the students in a class grouping performed on the standards assessed.

TN Department of Education

A CLASS STANDARDS ANALYSIS SUMMARY

B ALGEBRA II EOC

C Total Students Tested in Class:99
Total Number of Items on Test: 99

D Teacher of Record: LASTNAME, FIRSTNAME
Test Date: [Admin] [Year]

E TENNESSEE HIGH SCHOOL
TENNESSEE SCHOOL DISTRICT

F

G This Standards Analysis Class Report provides information on how the students in this class grouping performed on the standards assessed on the test for this content area. The Score Points Possible for Class assumes every student with a valid test score answered every tested item correctly, with each student earning all score points available. The Score Points Earned by Class is the sum of the points for correct answers actually earned by all students. The Percent of Score Points Earned by Class, School, District, or State provides information on the proportion of score points earned versus total points possible. Higher percentages mean that students demonstrated greater understanding of the standard as evidenced by the higher proportion of score points they collectively earned.

H **I**

Standard	Maximum Number of Tested Items for Standard	Maximum Score Points Available for Standard	Score Points Possible for Class	Score Points Earned by Class	Percent of Score Points Earned by CLASS	Percent of Score Points Earned by SCHOOL	Percent of Score Points Earned by DISTRICT	Percent of Score Points Earned by STATE
A.APR.A.1	4	4	100	88	88%	75%	77%	75%
A.APR.B.3	15	15	375	300	80%	78%	75%	72%
A.CED.A.1	1	1	25	15	60%	60%	62%	55%
A.CED.A.3	1	1	25	19	76%	78%	74%	72%
A.REI.A.1	3	3	75	55	73%	80%	77%	77%
A.REI.B.3	1	1	25	20	80%	78%	75%	75%
A.REI.B.4a	1	1	25	21	84%	82%	80%	81%
A.REI.B.4b	1	1	25	16	64%	64%	67%	67%
A.REI.C.6	1	1	25	19	76%	70%	69%	72%
A.REI.D.10	7	7	175	140	80%	75%	75%	78%
A.REI.D.11	1	1	25	22	88%	81%	82%	83%
A.SSE.A.2	1	1	25	15	60%	65%	64%	60%
A.SSE.B.3b	1	1	25	21	84%	84%	80%	84%
A.SSE.B.3c	1	1	25	18	72%	70%	70%	72%
F.BF.A.1a	6	6	150	115	77%	79%	75%	75%
F.BF.B.3	6	6	150	120	80%	79%	75%	81%
F.IF.A.1	1	1	25	24	96%	90%	88%	90%
F.IF.A.2	1	1	25	24	96%	88%	88%	85%
F.IF.B.5	1	1	25	20	80%	80%	81%	77%
F.IF.B.6	1	1	25	19	76%	75%	74%	72%
F.IF.C.7a	1	1	25	21	84%	78%	80%	77%
F.LE.A.3	1	1	25	15	60%	55%	53%	59%
F.LE.B.5	1	1	25	20	80%	79%	75%	74%
N.RN.A.3	10	10	250	200	80%	80%	80%	78%
S.ID.B.6c	1	1	25	16	64%	70%	69%	68%
S.ID.C.8	3	3	75	50	67%	72%	70%	72%

The **Guide to Test Interpretation** at **http://familyreport.tnedu.gov/** provides more detailed information to help you interpret this report. If you have further questions, please contact the Office of Assessment Logistics at tned.assessment@tn.gov.

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A Provides the name of the report.

B Provides the content area in which the standards were assessed.

C Provides the total number of students tested in a class grouping and the total number of items on the test for the reported content area. **Note:** multi-part items are normally reported as one item. However, for this report, each question that is a component of the multi-part item will be reported through the standard that it belongs to, therefore increasing the total number of items on the test.

D Provides the teacher's first and last name.

E Provides the test administration and year.

F Provides the school and district information.

G Provides a description of the Standards Analysis Summary Report.

H Provides the list of standards for the reported content area.

I Provides the percentage of score points earned by the class, school, district, and state levels.

The Standards Analysis Summary Report is provided to assist teachers and administrators with an overview of student performance on each academic standard that was assessed. In some content areas, there was more than one test form distributed across the state and in classrooms. Each test form had some items unique only to that form; therefore, for some standards, it is possible that one form had one item while the other form had two items for that same standard. In cases where a classroom had both forms, the points possible and points earned for the class will not equal the score points available for the standard multiplied by the number of students tested in the class. Additionally, due to the combination of two forms, the number of items on the test for the class will be more than the number of items on an individual form.

For example:

- Total Students tested in Class: 25
- Total Number of Items on Test: 125 (an individual form only had 77 items)

Standard	Number of Tested Items for Standard	Score Points Available for Standard	Score Points Possible for Class	Score Points Earned by Class
F-LE.4	3	4	62	45

- Form A had 2 one-point items for F-LE.4.
- Form B had 1 two-point item and 1 one-point item for F-LE.4.
- The one-point item on Form B was also on Form A, resulting in a total of 3 items for the standard and a total of 4 points possible for the standard.
- 13 students took Form A—with 2 possible points for a total of 26 points for the class.
- 12 students took Form B—with 3 possible points for a total of 36 points for the class.
- The total score points possible for the entire class on the standard is 62; some students missed an item on each form, leaving the total points earned at 45.

Section Two: Science

GENERAL REPORT FEATURES

A Displays the name of the report.

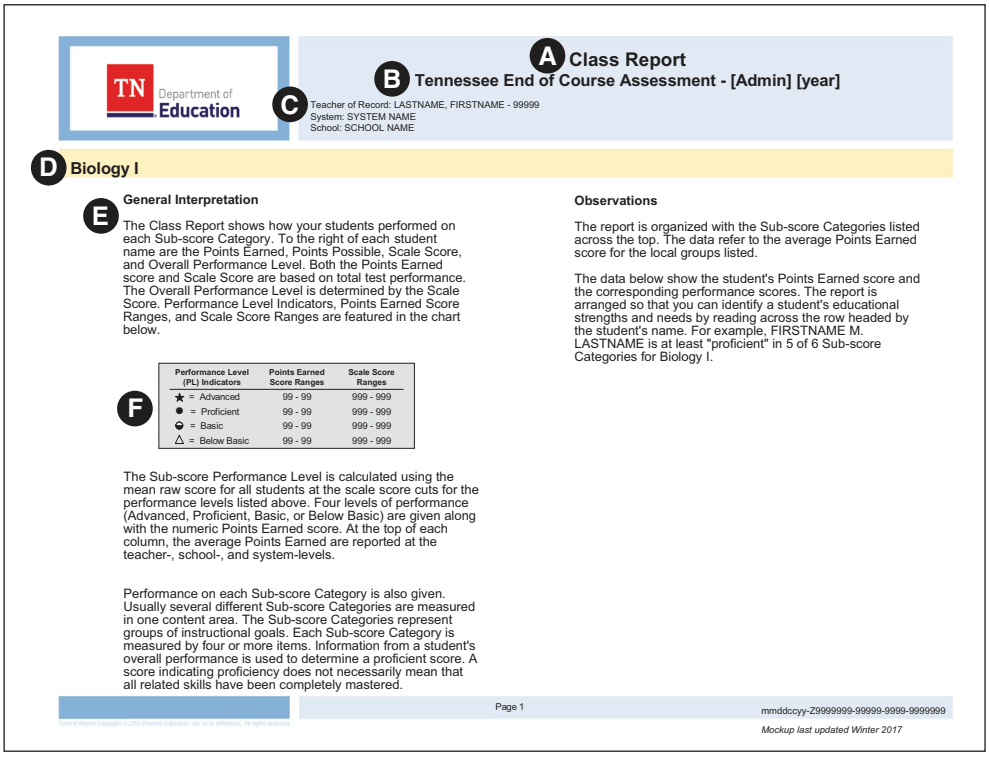
B Specifies the assessment (End-of-Course) and administration (fall or spring).

C Indicates the teacher, system, and/or school.

D Identifies the content area.

E Identifies the purpose of the report.

F Presents a graphical representation of achievement levels for Biology and Chemistry:



★ 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.

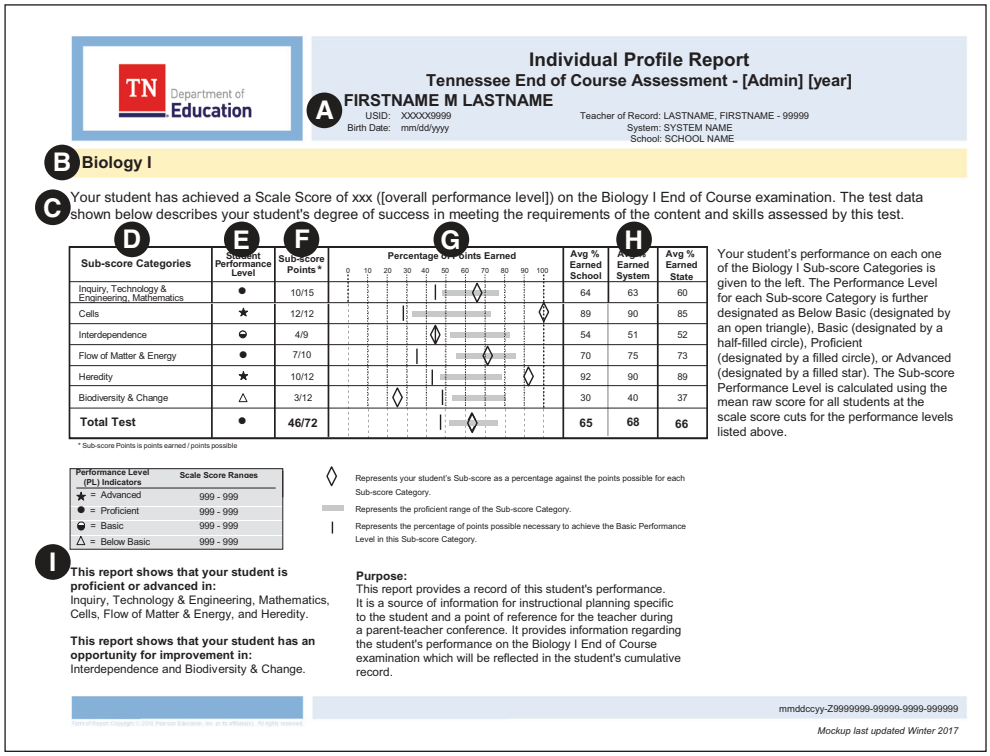
● Proficient—Students who perform at this level demonstrate **mastery** in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course-level content standards and are prepared for the next level of study.

◒ 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.

INDIVIDUAL PROFILE REPORT (IPR)

The Individual Profile Report (IPR) is intended primarily for parents and students. The IPR provides information regarding a student's performance on the total test and in each Sub-score category. Percentage of points earned results can be used to help identify areas of student strengths and opportunities for improvement in each Sub-score category. This report provides important information that can be used for instructional planning specific to the student and a point of reference for the teacher during a parent-teacher conference. Additional information from a student's classroom performance is also essential in sound instructional planning.



A States the student's name and identifying information.

B Identifies the content area.

C Offers a brief description of how the student scored on the test.

D Lists the Sub-score categories, which are divisions of the TN academic standards. Performance on each Sub-score category identifies areas of strength and opportunities for improvement.

E Gives a graphic representation of how the student performed in each Sub-score category. Performance level indicators are labeled Advanced, Proficient, Basic, and Below Basic.

F Shows the number of points the student earned with the number of points possible for each Sub-score category.

G Displays a bar graph representing the percentage of points earned out of the points possible for each Sub-score category. The graph details the student's score relative to the next higher or lower performance level.

The Diamond (◊) represents the student's Sub-score as a percentage against the points possible for each Sub-score category.

The Bar (▬) represents the proficient range of the Sub-score category.

The Hash Mark (|) represents the Sub-score percentage necessary to achieve the Basic Performance Level.

H Shows the average percent of points earned at the school, system, and state levels.

I Indicates the student's strengths and opportunities for improvement by Sub-score category.

CLASS REPORT

The Class Report provides the teacher with a comprehensive analysis of student performance on the TCAP EOC science assessments. In addition, the report shows each student's performance level and points earned in each Sub-score category of a content area.

A Indicates the teacher name, school name, and system name.

B Identifies the content area.

C Outlines the ranges for the points earned and scale score for each performance level for the content area.

D Lists the average points earned for each Sub-score category for the teacher, school, system, and state.

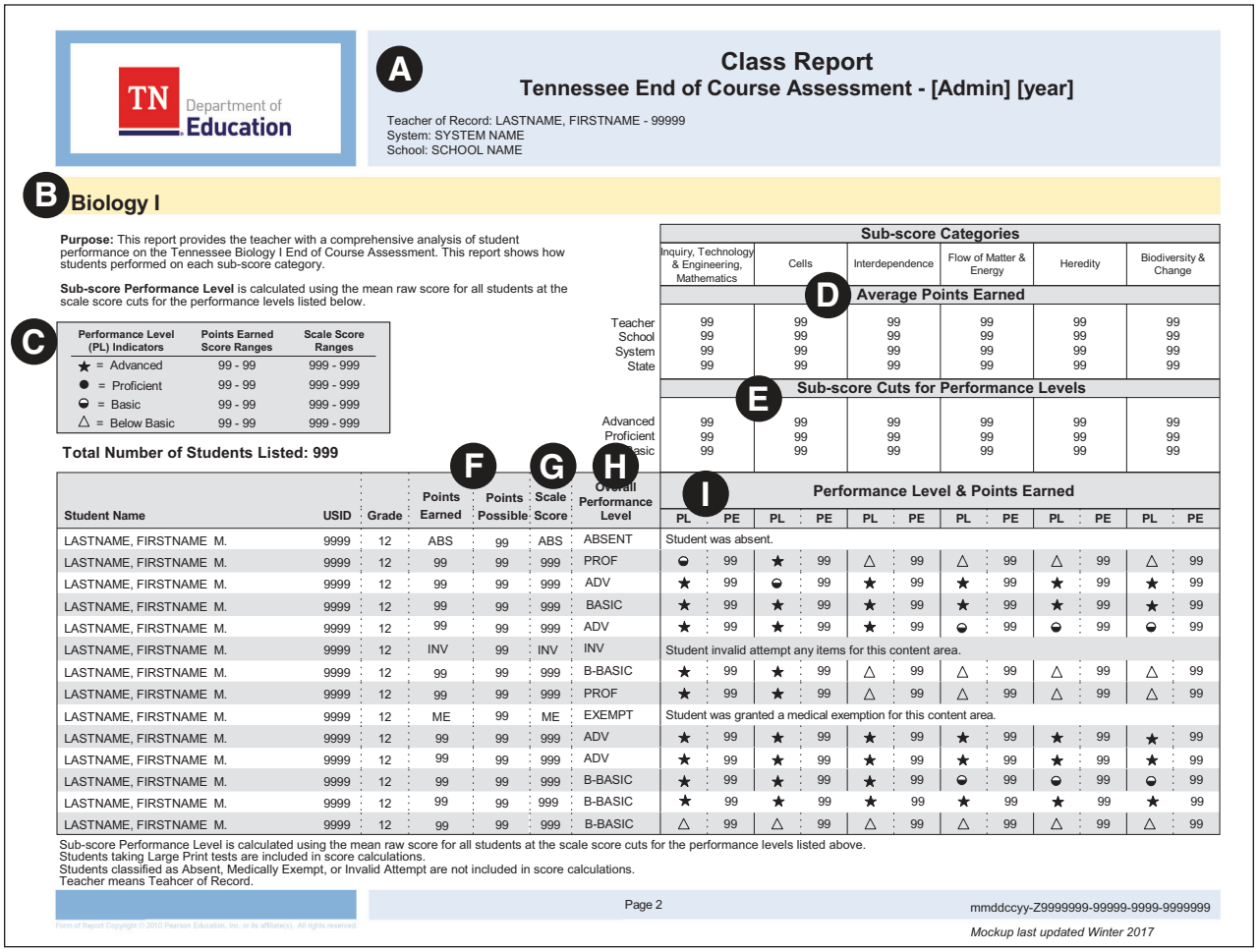
E Lists the Sub-score cuts required to reach the Advanced, Proficient, and Basic levels for each Sub-score category.

F Displays the total points earned and points possible for each student.

G Shows the overall scale score for each student on the assessment.

H Provides the overall performance level for each student on the assessment.

I Gives the performance level symbol and points earned for each Sub-score category for each student.



TN Department of Education

A Class Report
Tennessee End of Course Assessment - [Admin] [year]

Teacher of Record: LASTNAME, FIRSTNAME - 99999
System: SYSTEM NAME
School: SCHOOL NAME

B Biology I

Purpose: This report provides the teacher with a comprehensive analysis of student performance on the Tennessee Biology I End of Course Assessment. This report shows how students performed on each sub-score category.

Sub-score Performance Level is calculated using the mean raw score for all students at the scale score cuts for the performance levels listed below.

C

Performance Level (PL) Indicators	Points Earned 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

D Average Points Earned

E Sub-score Cuts for Performance Levels

	Inquiry, Technology & Engineering, Mathematics	Cells	Interdependence	Flow of Matter & Energy	Heredity	Biodiversity & Change
Teacher	99	99	99	99	99	99
School	99	99	99	99	99	99
System	99	99	99	99	99	99
State	99	99	99	99	99	99
Advanced	99	99	99	99	99	99
Proficient	99	99	99	99	99	99
Basic	99	99	99	99	99	99

F **G** **H** **I**

Student Name	USID	Grade	Points Earned	Points Possible	Scale Score	Overall Performance Level	Performance Level & Points Earned (PL / PE pairs)
LASTNAME, FIRSTNAME M.	9999	12	ABS	99	ABS	ABSENT	Student was absent.
LASTNAME, FIRSTNAME M.	9999	12	99	99	999	PROF	◒ 99 ★ 99 △ 99 △ 99 △ 99 △ 99
LASTNAME, FIRSTNAME M.	9999	12	99	99	999	ADV	★ 99 ◒ 99 ★ 99 ★ 99 ★ 99 ★ 99
LASTNAME, FIRSTNAME M.	9999	12	99	99	999	BASIC	★ 99 ★ 99 ★ 99 ★ 99 ★ 99 ★ 99
LASTNAME, FIRSTNAME M.	9999	12	99	99	999	ADV	★ 99 ★ 99 ★ 99 ◒ 99 ◒ 99 ◒ 99
LASTNAME, FIRSTNAME M.	9999	12	INV	99	INV	INV	Student invalid attempt any items for this content area.
LASTNAME, FIRSTNAME M.	9999	12	99	99	999	B-BASIC	★ 99 ★ 99 △ 99 △ 99 △ 99 △ 99
LASTNAME, FIRSTNAME M.	9999	12	99	99	999	PROF	★ 99 ★ 99 △ 99 △ 99 △ 99 △ 99
LASTNAME, FIRSTNAME M.	9999	12	ME	99	ME	EXEMPT	Student was granted a medical exemption for this content area.
LASTNAME, FIRSTNAME M.	9999	12	99	99	999	ADV	★ 99 ★ 99 ★ 99 ★ 99 ★ 99 ★ 99
LASTNAME, FIRSTNAME M.	9999	12	99	99	999	ADV	★ 99 ★ 99 ★ 99 ★ 99 ★ 99 ★ 99
LASTNAME, FIRSTNAME M.	9999	12	99	99	999	B-BASIC	★ 99 ★ 99 ★ 99 ◒ 99 ◒ 99 ◒ 99
LASTNAME, FIRSTNAME M.	9999	12	99	99	999	B-BASIC	★ 99 ★ 99 ★ 99 ★ 99 ★ 99 ★ 99
LASTNAME, FIRSTNAME M.	9999	12	99	99	999	B-BASIC	△ 99 △ 99 △ 99 △ 99 △ 99 △ 99

Sub-score Performance Level is calculated using the mean raw score for all students at the scale score cuts for the performance levels listed above.
Students taking Large Print tests are included in score calculations.
Students classified as Absent, Medically Exempt, or Invalid Attempt are not included in score calculations.
Teacher means Teahcer of Record.

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Mockup last updated Winter 2017

SCHOOL PERFORMANCE LEVEL SUMMARY REPORT

The School Performance Level Summary Report provides administrators with a comprehensive analysis of student performance on the TCAP EOC science assessments.

A Indicates the system name and school name.

B Identifies the content area.

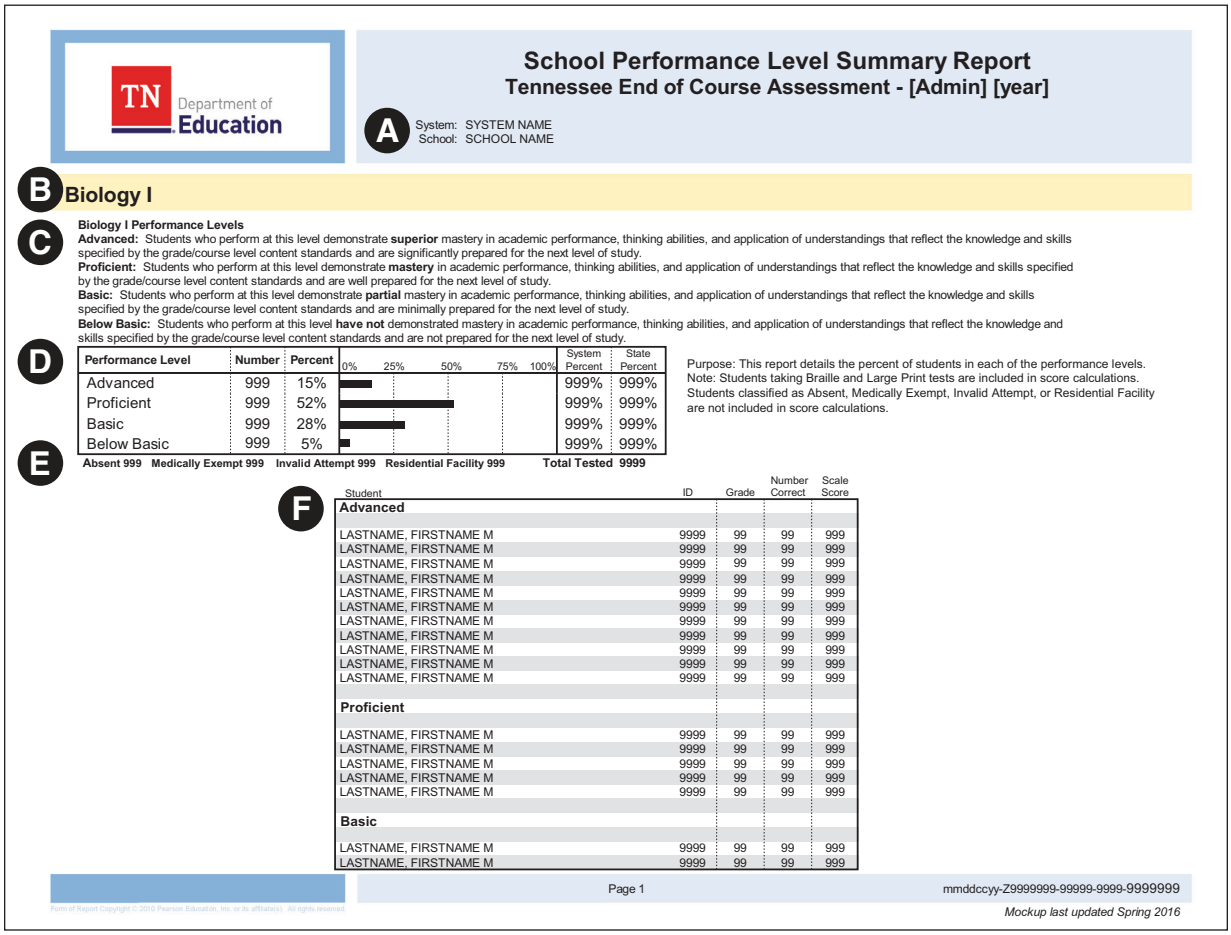
C Provides the performance level descriptors with their definitions.

D Displays the number and percent of students at each performance level, including a graphical representation of the percent for the school as well as the percent of students at each performance level for the system and state.

E Provides the numbers of students Absent, Nullified, Medically Exempt, Invalid Attempt, or Residential Facility, and the total tested for the school.

F Presents the student information and score results grouped by performance level or non-tested status with the following information:

- Student name
- Unique student identification number (USID)
- Student grade level
- Number correct
- Scale score attained



TN Department of Education

School Performance Level Summary Report
Tennessee End of Course Assessment - [Admin] [year]

A System: SYSTEM NAME
School: SCHOOL NAME

B **Biology I**

C **Biology I Performance Levels**
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.
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.
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.
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.

D

Performance Level	Number	Percent	0% 25% 50% 75% 100%	System Percent	State Percent
Advanced	999	15%		999%	999%
Proficient	999	52%		999%	999%
Basic	999	28%		999%	999%
Below Basic	999	5%		999%	999%

Purpose: This report details the percent of students in each of the performance levels.
Note: Students taking Braille and Large Print tests are included in score calculations. Students classified as Absent, Medically Exempt, Invalid Attempt, or Residential Facility are not included in score calculations.

E **Absent 999 Medically Exempt 999 Invalid Attempt 999 Residential Facility 999 Total Tested 9999**

F

Student	ID	Grade	Number Correct	Scale Score
Advanced				
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
Proficient				
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999
Basic				
LASTNAME, FIRSTNAME M	9999	99	99	999
LASTNAME, FIRSTNAME M	9999	99	99	999

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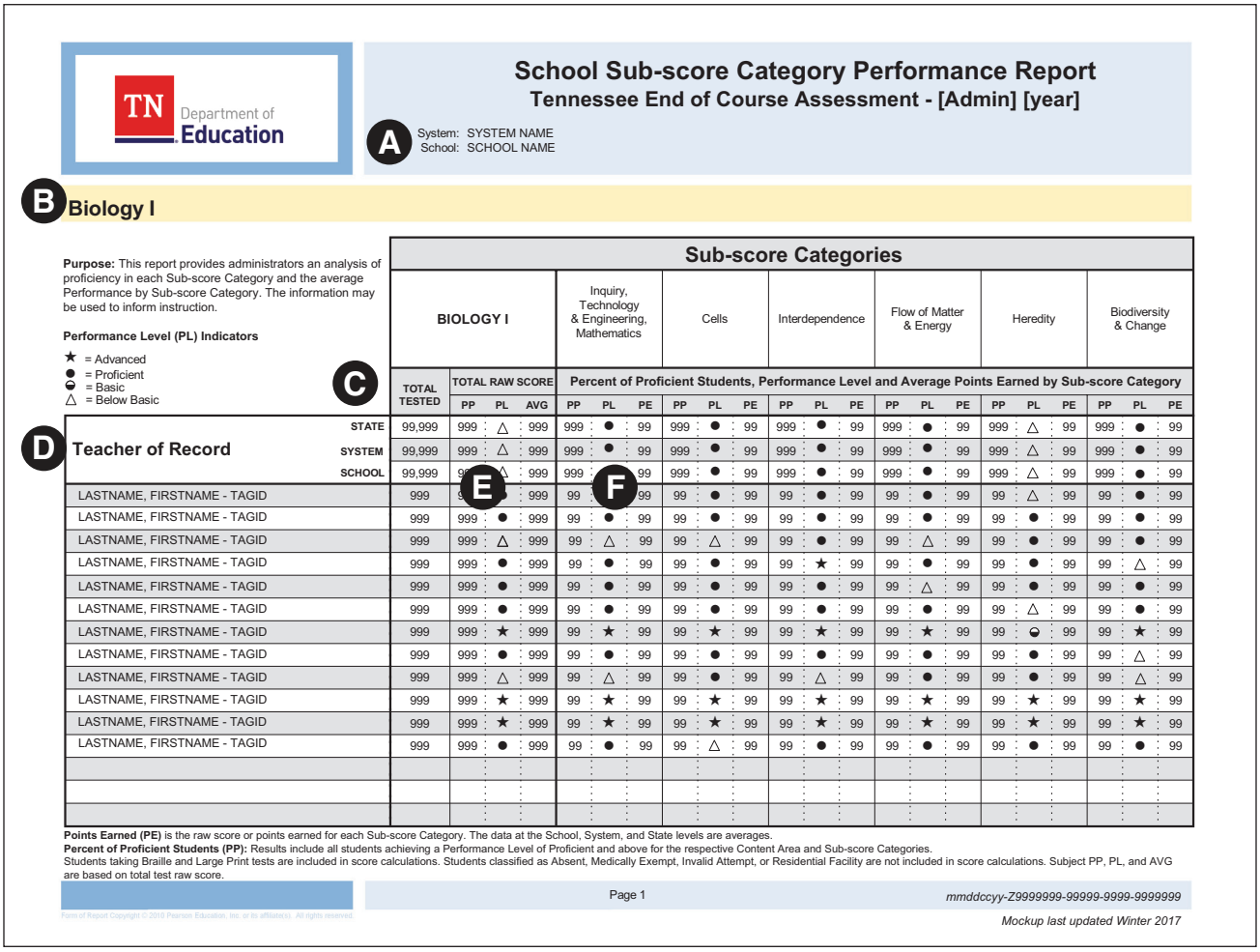
Mockup last updated Spring 2016

SCHOOL SUB-SCORE CATEGORY PERFORMANCE REPORT

The School Sub-score category Performance Report provides administrators with a comprehensive analysis of student proficiency in each Sub-score category and the average performance by Sub-score category on the TCAP EOC science assessments. The results may be used to analyze curriculum strengths and opportunities for improvement. This report is also available at the system level.

- **A** Shows the system name and school name.
- **B** Identifies the content area.
- **C** Provides the total number of test items each class or test administration group answered correctly and includes the total number of students tested at the state, system, and school levels.
- **D** Lists the test administration groups identified with the Teacher Last / First Name and TAG ID#.
- **E** Shows the total percent of students in each class who were Proficient and above on the overall assessment.
- **F** Displays percent of students who were Advanced or Proficient (PP)*, Average Performance Level (PL), and Average Points Earned in each Sub-score category for each class.

*In some instances, the combined total of the percent of Advanced students and Proficient students may differ slightly from the Total Percent Proficient (PP). This discrepancy sometimes results when rounding rules are applied to the calculations used to attain the percentages.



TN Department of Education

School Sub-score Category Performance Report
Tennessee End of Course Assessment - [Admin] [year]

A System: SYSTEM NAME
School: SCHOOL NAME

B **Biology I**

Purpose: This report provides administrators an analysis of proficiency in each Sub-score Category and the average Performance by Sub-score Category. The information may be used to inform instruction.

Performance Level (PL) Indicators
★ = Advanced
● = Proficient
◒ = Basic
△ = Below Basic

C

D Teacher of Record	TOTAL TESTED	TOTAL RAW SCORE			Sub-score Categories: Percent of Proficient Students, Performance Level and Average Points Earned by Sub-score Category																	
		BIOLOGY I			Inquiry, Technology & Engineering, Mathematics			Cells			Interdependence			Flow of Matter & Energy			Heredity			Biodiversity & Change		
		PP	PL	AVG	PP	PL	PE	PP	PL	PE	PP	PL	PE	PP	PL	PE	PP	PL	PE	PP	PL	PE
STATE	99,999	999	△	999	999	●	99	999	●	99	999	●	99	999	●	99	999	△	99	999	●	99
SYSTEM	99,999	999	△	999	999	●	99	999	●	99	999	●	99	999	●	99	999	△	99	999	●	99
SCHOOL	99,999	999	△	999	999	●	99	999	●	99	999	●	99	999	●	99	999	△	99	999	●	99
LASTNAME, FIRSTNAME - TAGID	999	999	●	999	99	●	99	99	●	99	99	●	99	99	●	99	99	△	99	99	●	99
LASTNAME, FIRSTNAME - TAGID	999	999	●	999	99	●	99	99	●	99	99	●	99	99	●	99	99	●	99	99	●	99
LASTNAME, FIRSTNAME - TAGID	999	999	△	999	99	△	99	99	△	99	99	●	99	99	△	99	99	●	99	99	●	99
LASTNAME, FIRSTNAME - TAGID	999	999	●	999	99	●	99	99	●	99	99	★	99	99	●	99	99	●	99	99	△	99
LASTNAME, FIRSTNAME - TAGID	999	999	●	999	99	●	99	99	●	99	99	●	99	99	△	99	99	●	99	99	●	99
LASTNAME, FIRSTNAME - TAGID	999	999	●	999	99	●	99	99	●	99	99	●	99	99	●	99	99	△	99	99	●	99
LASTNAME, FIRSTNAME - TAGID	999	999	★	999	99	★	99	99	★	99	99	★	99	99	★	99	99	◒	99	99	★	99
LASTNAME, FIRSTNAME - TAGID	999	999	●	999	99	●	99	99	●	99	99	●	99	99	●	99	99	●	99	99	△	99
LASTNAME, FIRSTNAME - TAGID	999	999	△	999	99	△	99	99	●	99	99	△	99	99	●	99	99	●	99	99	△	99
LASTNAME, FIRSTNAME - TAGID	999	999	★	999	99	★	99	99	★	99	99	★	99	99	★	99	99	★	99	99	★	99
LASTNAME, FIRSTNAME - TAGID	999	999	★	999	99	★	99	99	★	99	99	★	99	99	★	99	99	★	99	99	★	99
LASTNAME, FIRSTNAME - TAGID	999	999	●	999	99	●	99	99	△	99	99	●	99	99	●	99	99	●	99	99	●	99

Points Earned (PE) is the raw score or points earned for each Sub-score Category. The data at the School, System, and State levels are averages.
Percent of Proficient Students (PP): Results include all students achieving a Performance Level of Proficient and above for the respective Content Area and Sub-score Categories.
Students taking Braille and Large Print tests are included in score calculations. Students classified as Absent, Medically Exempt, Invalid Attempt, or Residential Facility are not included in score calculations. Subject PP, PL, and AVG are based on total test raw score.

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SCHOOL DISAGGREGATION SUMMARY REPORT

The School Disaggregation Summary Report displays the number and percent proficient by Sub-score category in a content area for the selected subgroups. This report is also available at the system level.

- **A** Identifies the system name and school name.
- **B** Identifies the content area.
- **C** Displays the subgroups that are included in this report.
- **D** Shows the number of students testing in each subgroup.
- **E** Gives the number and percent of students for the subgroups listed who achieved proficiency.
- **F** Provides the number and percent proficient in each Sub-score category in a subject area.*
- **G** Lists median, low, and high scale score for each subgroup.

*In some instances, the combined total of the percent of Advanced students and Proficient students may differ slightly from the Total Percent Proficient (PP). This discrepancy sometimes results when rounding rules are applied to the calculations used to attain the percentages.

TN Department of Education

School Disaggregation Summary

Tennessee End of Course Assessment - [Admin][Year]

A System: SYSTEM NAME
School: SCHOOL NAME

B **Biology I**

Purpose: This report describes group information for selected reporting populations.

C Student Population/ Subgroup	**D** Number of Students Tested [1]	**E** Number and Percent of Students Achieving Proficiency [2]		**F** Number and Percent Proficient by Sub-score Category												**G** Scale Score Range for Content Area Low: 500 High: 900		
				Inquiry, Technology & Engineering, Mathematics		Cells		Interpendence		Flow of Matter & Energy		Heredity		Biodiversity & Change				
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	M	L	H
Total Tested	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
Gender																		
Female	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
Male	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
Not Indicated	0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Ethnic Origin/Race																		
American Indian or Alaska Native	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
Asian	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
Black or African American	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
Hispanic/Latino	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
Native Hawaiian or Other Pacific Islander	3	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
White	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
Not Indicated	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
Economically Disadvantaged	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
Title 1																		
SWP	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
TAS	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
Special Education																		
With Accommodations	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
Without Accommodations	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999
TOTAL Special Education	9,999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	9,999	999	999	999	999

[1] Results include all students with valid scores on the Tennessee End of Course Assessment for the Content Area, including Braille and Large Print.
[2] Results include all students achieving an overall Performance Level of Proficient and above for the Content Area.
*** = No data are reported when fewer than 10 students. Students classified as Absent, Medically Exempt, or Invalid Attempt are not included in score Calculations.
% = Percent of Advanced and Proficient Students in each Sub-score Category.

M - Median Scale Score
L = Lowest Obtained Score
H = Highest Obtained Score

Page 1 of 2

Raw Score Report

The Raw Score Report provides preliminary data from the TCAP EOC assessment. Raw Score Reports are posted on Nextera Admin at https://tn.nextera.questarai.com/Admin/. Reports are delivered in Excel spreadsheet format; refer to the table below for report contents. The Excel file name specifies the name of the report and the content area being reported.

Field	Field Description
1-8	Indicate the district, school, assessment, semester, year, teacher name, and license number.
9-16	Identify the student (name, Unique ID, grade, date of birth, gender, and class number).
17	Indicates the content code: A1 = Algebra I; A2 = Algebra II; B1 = Biology; C1 = Chemistry; E1 = English I; E2 = English II; E3 = English III; G1 = Geometry; M1 = Integrated Math I; M2 = Integrated Math II; M3 = Integrated Math III; U1 = US History.
18	Displays the number of points the student earned on the overall test, which is the student's raw score.
19	Designates the points possible on the assessment.
20	Indicates, if applicable, Absent, Not Enrolled, Not Scheduled, Medically Exempt, Residential Facility, Student Tested Alt, or Student Did Not Submit Test.
21	Indicates Reporting Irregularities (RI) status: 0 = Blank; 1 = Adult Potential Breach of Security; 2 = Student Security Breach; 3 = Irregular Administration; 4 = Student Tested Incorrect Grade or Subject; 5 = Student Did Not Participate (student refused to test); 6 = Failed Attemptedness By Business Rule.
22	Questar unique test ID.
23-25	Test Administrator name and license number.
26	Test Session name in Nextera.

Glossary for English, Math, and U.S. History Assessments

Criterion-Referenced—A test that is intended for comparing each test taker's score with one or more fixed standards of performance. A student's score is based on whether the test taker meets the specified standard, not how well or poorly other test takers perform.

EOC—End-of-Course.

Overall Performance Level—The level of achievement determined on the basis of the total test scale score.

Performance Level—Measures student performance compared to the criterion standards set by teachers and other educators on state assessments for English, Math, and U.S. History.

- Level 4 – Mastered
- Level 3 – On Track
- Level 2 – Approaching
- Level 1 – Below

Points Earned—Also referred to as the raw score or sum of the correct answers earned by a test taker.

Scale Score—A score that maintains the same meaning in each test administration, so scores are comparable over time and across the state regardless of which specific form was used or which year a student took their test.

Standard Setting—The methodology used to define performance levels.

Sub-score Category—A subset of items associated with content strands defined by the Tennessee Academic Standards.

Sub-score Performance—Summary information based on average percentage of points earned out of points possible for the Sub-score category.

Sub-score Rating—An indication of how individual students performed compared to other students in Tennessee.

T1/T2— English Learner Transitional 1 and Transitional 2 students.

TCAP—Tennessee Comprehensive Assessment Program, which is commonly called TNReady.

Glossary for Science Assessments

Criterion-Referenced—A test that is intended for comparing each test taker's score with one or more fixed standards of performance. A student's score is based on whether the test taker meets the specified standard, not how well or poorly other test takers perform.

EOC—End-of-Course.

Overall Performance Level—The level of achievement determined on the basis of the total test scale score.

Performance Indicator—The specific task or objective that indicates understanding of a content standard. EOC science test items are developed to align with Performance Indicators.

Performance Level—A set of standards used to interpret student performance on state science assessments.

- Advanced
- Proficient
- Basic
- Below Basic

Performance Level on Each Sub-score Category—The level of achievement determined on the basis of the number of points earned in a Sub-score category on state science assessments.

Points Earned—Also referred to as the raw score, or the sum of the correct answers earned by a test taker.

Scale Score—A score that maintains the same meaning in each test administration. A scale score is statistically converted from a raw score and is widely used in determining whether a student has met a performance standard.

Standard Setting—The methodology used to define performance levels.

Sub-score Category—A subset of science test items that are associated with a clearly defined skill domain. Also referred to as a content objective, benchmark, or strand in other contexts.

T1/T2— English Learner Transitional 1 and Transitional 2 students.

TCAP—Tennessee Comprehensive Assessment Program, which is commonly called TNReady.

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Guide to Test Interpretation
2017–18 TCAP
End-of-Course Assessments