**HANDOUT #4.1**

**Module 4.1: Establish a Customized Standard-Setting Approach**

Standard-setting is the process of developing “cut scores” and performance level descriptors that identify performance at established points along the score. The modified contrasting group (MCG) approach is an examinee-centered method in which panelist classify the performance of students based upon both their knowledge of the students’ skills, knowledge, and abilities in conjunction with those expectations articulated in the content standards

**4.1 Workflow: Establish a Customized Standard-Setting Approach**

**4.1 Procedural Steps: Modified Contrasting Groups (MCG) Approach**

**4.1.1 Design**

* **4.1.1.a Preparation**
  + Identify targeted content standards and associated skills that the selected assessment evaluates.
  + Gather a group of student samples to be reviewed by a qualified panel of scorers. The student samples should represent a wide range of performance/achievement.
  + Determine criteria characteristic of a “proficient” performance or a display representative of content mastery, and the minimum requirements for “passing” the assessment or task. Record these criteria in the *Design* portion of the *Establish a Customized Standard-Setting Approach Framework*.
  + Given the “proficient” guidelines, determine criteria characteristic of “advanced” performance and “below proficient” performance. “Advanced” performance indicates content mastery that exceeds the desired value, while “below proficient” performance indicates a significant and unsatisfactory deficit in demonstrating content mastery. Record these criteria in the *Design* portion of the *Framework*.
  + Assign a performance level to and state a rationale for each selected student sample. Record these in the *Framework.*
* **4.1.1.b Approach**
  + Set a date for and notify potential panelists of a preliminary meeting that will evaluate the student work samples and train panelists in scorer calibration. (Note: procedures for scorer calibration are covered in depth in Module 3.3)
  + Since this process relies almost solely on human judgement, a diverse group is essential. Panelists should have experience with the subject matter/grade level being evaluated, as well as with students participating in this subject and grade level. Subject matter experts, as well as members representative of different demographic groups and teachers of special populations (e.g., English language learners) are also desirable panelists.

**4.1.2 Build**

* **4.1.2.a Meeting**
  + **Meeting 1**

1. Introduce panelists to the assessment/task, as well as to the draft set of performance level descriptors developed in the previous phase. Allow panelists to ask questions about the task and performance levels to ensure all members understand the criteria being evaluated, as well as the evaluation guidelines.
2. Present copies of a previously selected and scored student sample to panelists (n=10). **Do not reveal the anchored scores** [Student Samples (#)] to panelists at this time. All panelists will receive a copy of the same student sample simultaneously.
3. Allow panelists to review the sample and compare it to the draft performance level descriptors. Each panelist will then assign the student sample its performance level based on “best fit” in terms of the knowledge, skills, and ability displayed by the student sample.
4. Give each panelist an opportunity to share his/her score and rationale. Record results in the *Build-Meeting 1, Student Sample #1* portion of the *Framework.*
5. Reveal the predetermined, anchored score of the sample to the panelists. Compare and contrast the anchored rationale to the panelists’ rationales, and facilitate a relevant discussion with the objective of reaching consensus. Record any deviations from the anchored score and identified issues in the applicable sections of the *Framework.*
6. Repeat steps 2-5 (as well as step 1, if the facilitator thinks it is necessary to revisit based on panelist participation) with the other pre-selected and scored student samples.
7. Debrief and set a date for the next meeting.
8. Before the next meeting date, select and score student samples to use for the next meeting. Be sure to assemble a larger group (e.g. three samples representative of each performance level) than was used for this meeting, and to assign each sample a different number.

* **Meeting 2**

1. Revisit the assessment/task and draft set of performance level descriptors, and ensure all panelists understand the criteria being evaluated, as well as the evaluation guidelines.
2. Allow the panelists time and access to the most recent pre-selected and scored group of student samples (n=10). Again, **Do not reveal the anchored scores** [Student Samples (#)] to the panelists at this time. Announce to panelists that they are all to find **one student sample** representative of each performance level, and to develop a rationale for each student sample.
3. Give each panelist an opportunity to share his/her “Proficient” example (share the sample number) and rationale. Record results in the *Build-Meeting 2, Proficient Level* portion of the *Framework.*
4. Reveal the predetermined, anchored score of each panelist’s student sample. Compare and contrast the anchored rationale to those of the panelists, and facilitate a relevant discussion with the objective of reaching consensus. Record any deviations from the anchored score and identified issues in the applicable sections of the *Framework.*
5. Repeat steps 2-4 (as well as step 1, if the facilitator thinks it is necessary to revisit based on panelist participation) twice. The second round of scoring will require panelists to identify and justify an “Advanced” student sample; the third round will require panelists to identify and justify a “Below Proficient” student sample.
6. Facilitate discussion with panelists regarding any observations and/or difficulties they have noticed during these rounds of student scoring. Beginning with the “Proficient” level, use panelist feedback to amend the performance level descriptors so they reflect the assessment/task’s targeted standards and skills more specifically. Use judgement and apply consensus decisions to the amended descriptors. Repeat this step for the other levels after completing “Proficient.” Record changes in the *Amended Set* portion of the *Framework.*
7. Debrief and set a date for the next meeting.
8. Before the next meeting date, secure (but do not score) more student samples.

* **Meeting 3**

1. Review the assessment/task and performance level descriptors assembled by the panelists at the previous meeting, as well as any feedback (*Phase-Round 3, Review of Meetings 1-2* portion of *Framework*) for the panelists before beginning. Allow the panelists to review previously scored student samples and to update any applicable samples’ scores to reflect the amended performance level descriptors from Meeting 2.
2. Provide panelists with copies of a pre-selected student sample from the most recent set. Allow panelists to review the sample and compare it to the amended performance level descriptors. Each panelist will then assign the student sample its performance level based on “best fit” in terms of the knowledge, skills, and ability displayed by the student sample.
3. Give each panelist an opportunity to share his/her score and rationale. Record results in the *Build-Meeting 3, Cold Student Sample 1* section of the framework. Allow panelists to discuss their scores and rationales before deciding upon a consensus performance level for the student sample.
4. Repeat steps 2 and 3 with other pre-selected samples.
5. Based on panelist input and performance level descriptors, create a set of preliminary cut scores for the performance levels. Note that scores below the “Proficient” threshold are, in most cases, considered failing scores. Keep in mind the assessment’s design, purpose, and targeted content standards; for example, the panelists may elect to weigh certain tasks/item types differently in terms of their perceived level of importance and/or relation to targeted content standards.

* **4.1.2.b Post-Meeting**
  + Designate test scorers to finish scoring remaining student samples, and advise these panelists if complications arise during the scoring process. Set a deadline for completion.
  + Supply each panelist a copy of the *Build Phase-Panelist* Survey and set a deadline for completion.

**4.1.3 Review**

* **4.1.3.a Preliminary Cut Scores**
  + Compile and report assessment results based on the preliminary cut score(s) set before assessment administration.
* **4.1.3.b Validated Cut Score**
  + Review the reported results in terms of the assessment’s performance levels.
  + Based on score distribution, an adjusted cut score may be needed. For example, if the vast majority of students fall into the “Advanced” category, the district may elect to implement higher cut scores if, after considering the assessment results, it decides that a large subgroup of “Advanced” students did not in fact display a level of mastery that exceeds the “Proficient” specifications. State the rationale for amending a preliminary cut score in the *Review Phase Framework,* and re-distribute scores based on the new cut score specifications.
  + If the district does not elect to amend the preliminary cut score, it will state the rationale behind this decision in the *Review Phase Framework.*

**4.1 Reading Grade 5 (Example 1)**

Note: Examples of input are written in *italics;* the decision to amend cut scores (*Revalidation*) has been underlined rather than circled.

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| **Design Phase** | | | | | | | | | | | |
| **Subject/Grade Level:** *ELA (Reading) Grade 5* | | | | | **Assessment/Task:** *End of Year Summative Exam* | | | | | | |
| **Targeted Content Standards:*****PENNSYLVANIA CORE STANDARDS*** *English Language Arts* ***Grade 5*** | | | | | | | | | | | |
| CC.1.1.5.E *Read with accuracy and fluency to support comprehension.*  *•Read on-level text with purpose and understanding.*  *•Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*  CC.1.2.5. A *Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.*  CC.1.2.5.B *Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.*   CC.1.2.5.C *Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.*   CC.1.2.5.D *Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.*   CC.1.2.5.E *Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).*   CC.1.2.5.F *Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.*   CC.1.2.5.G *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.*   CC.1.2.5.H *Determine how an author supports particular points in a text through reasons and evidence.*  CC.1.2.5.I *Integrate information from several texts on the same topic to demonstrate understanding of that topic.*  CC.1.2.5.J *Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.*   CC.1.2.5.K *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*   CC.1.2.5.L *Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.* | | | | | | | | | | | |
| **Performance Level Descriptors-Draft Set** | | | | | | | | | | | |
| **Advanced** | | | **Proficient** | | | | **Below Proficient** | | | | |
| *Students at this level, when using grade-appropriate text, will consistently, effectively, and/or skillfully use the knowledge and skills articulated in the state content standards for reading.* | | | *Students frequently, accurately, and satisfactorily demonstrate knowledge of grade-level science content.* | | | | *Students at this level, when using grade-appropriate text, will inconsistently, inadequately, and/or partially use the knowledge and skills articulated in the state content standards for reading.* | | | | |
| **Student Samples-Initial Set** | | | | | | | | | | | |
| **Sample Number** | **1** | | | | | **2** | | | **3** | | |
| **Anchored Score** | *Advanced* | | | | | *Proficient* | | | *Below Proficient* | | |
| **Rationale** | *This sample displays an exceptional level of comprehension skills; there are minimal errors attached to vocabulary acquisition, identifying author’s purpose, making inferences about a text, distinguishing fact from opinion, and identifying literary genres and devices.* | | | | | *This sample displays satisfactory level of comprehension skills; there is an acceptable amount of errors attached to vocabulary acquisition, identifying author’s purpose, making inferences about a text, distinguishing fact from opinion, and identifying literary genres and devices.* | | | *This sample displays an unsatisfactory level of comprehension skills; there are many errors attached to vocabulary acquisition, identifying author’s purpose, making inferences about a text, distinguishing fact from opinion, and identifying literary genres and devices.* | | |
| **Panelist Demographics** | | | | | | | | | | | |
| **Panelist Number** | | **1** | | **2** | | | | **3** | |  |  |
| **Name/Subject Taught/Qualification** | | *B. Jones (District Department Chair)* | | *M. McDowell (Elementary Grades Instructional Coach)* | | | | *T. Williams (Elementary Grades Instructional Coach)* | |  |  |
| **Grade Level** | | *N/A* | | *1-5* | | | | *1-5* | |  |  |
| **Gender** | | *F* | | *F* | | | | *M* | |  |  |
| **Race/Ethnicity** | | *W* | | *W* | | | | *B* | |  |  |
| **Additional Comments** | | *N/A* | | | | | | | | | |

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| **Build Phase-Meeting 1** | | |
| **Meeting Date:** *May 21, 2014* | | |
| **Panelists/Qualifications:** *B. Jones (District Department Chair), M. McDowell (Elementary Grades Instructional Coach), T. Williams (Elementary Grades Instructional Coach)* | | |
| **Subject/Grade Level and Assessment/Task:** *ELA (Reading) Grade 5 End of Year Summative Exam* | | |
| **Performance Levels and Descriptors-Draft Set** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *Students at this level, when using grade-appropriate text, will consistently, effectively, and/or skillfully use the knowledge and skills articulated in the state content standards for reading.* | *Students at this level, when using grade-appropriate text, will frequently, accurately, and/or satisfactorily use the knowledge and skills articulated in the state content standards for reading.* | *Students at this level, when using grade-appropriate text, will inconsistently, inadequately, and/or partially use the knowledge and skills articulated in the state content standards for reading.* |

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| **Calibration Training-Student Sample #1** | | | |
| **Anchored Performance Level** | *Advanced* | | |
| **Panelist** | **Panelist1** | **Panelist 2** | **Panelist 3** |
| **Performance Level Assigned** | *Advanced* | *Advanced* | *Proficient* |
| **Performance Level Rationale** | *Very few errors in SR section; constructed responses are answered completely and thoroughly.* | *Impressive display of comprehension and vocabulary skills; written responses are more indicative of a 6th or 7th grader than a 5th grader.* | *There are few levels in this sample, however I would not say the student’s performance exceeds the expectations of placed upon a typical 5th grade student.* |
| **Deviation** | *0* | *0* | *-1* |
| **Identified Issues** | *N/A* | *N/A* | *This panelist was not aware of and did not review the rubrics for the constructed response section.* |

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| **Calibration Training-Student Sample #2** | | | |
| **Anchored Performance Level** | *Proficient* | | |
| **Panelist** | **Panelist 1** | **Panelist 2** | **Panelist 3** |
| **Performance Level Assigned** | *Proficient* | *Proficient* | *Proficient* |
| **Performance Level Rationale** | *This sample is also impressive, but much less so than the “Advanced” sample.* | *The multiple choice section is nearly perfect, but the writing section bogs down this student’s sample. This sample seems to be in the “middle of the pack.”* | *Though this student misses some questions, especially in the constructed response section, they are questions that I would not expect most 5th graders to answer correctly, while most of the correct answers are indicative of typical 5th grade ELA knowledge.* |
| **Deviation** | *0* | *0* | *0* |
| **Identified Issues** | *N/A* | *N/A* | *N/A* |
| **Calibration Training-Student Sample #3** | | | |
| **Anchored Performance Level** | *Below Proficient* | | |
| **Panelist** | **Panelist 1** | **Panelist 2** | **Panelist 3** |
| **Performance Level Assigned** | *Proficient* | *Below Proficient* | *Below Proficient* |
| **Performance Level Rationale** | *This sample contains more errors than the last, but the knowledge displayed is still satisfactory for a 5th grader.* | *Inconsistent thought process in evidence-based SR question clusters; this is indicative of below-level reading comprehension.* | *Nearly 50% multiple choice questions and about 75% of constructed response questions are answered incorrectly.* |
| **Deviation** | *+1* | *0* | *0* |
| **Identified Issues** | *This panelist did not examine sequences of incorrect answers; incorrectly answered evidence-based SR clusters indicate that the student was guessing and therefore did not comprehend the reading passages within the assessment.* | *N/A* | *N/A* |

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| **Build Phase-Meeting 2** | | | | | | |
| **Meeting Date:** *May 23, 2014* | | | | | | |
| **Panelists/Qualifications:** *B. Jones (District Department Chair), M. McDowell (Elementary Grades Instructional Coach), T. Williams (Elementary Grades Instructional Coach)* | | | | | | |
| **Subject/Grade Level of Assessment/Task:** *ELA (Reading) Grade 5 End of Year Summative Exam* | | | | | | |
| **Performance Levels and Descriptors-Draft Set (from Meeting 1)** | | | | | | |
| **Advanced** | | **Proficient** | | **Below Proficient** | | |
| *Students at this level, when using grade-appropriate text, will consistently, effectively, and/or skillfully use the knowledge and skills articulated in the state content standards for reading.* | | *Students at this level, when using grade-appropriate text, will frequently, accurately, and/or satisfactorily use the knowledge and skills articulated in the state content standards for reading.* | | *Students at this level, when using grade-appropriate text, will inconsistently, inadequately, and/or partially use the knowledge and skills articulated in the state content standards for reading.* | | |
| **Panelist Anchor Set Assembly-Round 1 (Proficient Level)** | | | | | | |
| **Student Samples (#)** | *2, 5, 6* | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | | **Panelist 3** |
| **Student Sample Number** | *5* | | *6* | | | *8* |
| **Performance Level Rationale** | *The sample does not exceed expectations but does display satisfactory content knowledge.* | | *Mediocre performance in multiple choice section; exceptional performance in constructed response section. Therefore, the overall performance is average.* | | | *This sample contains few errors, but there are enough to deem the sample as “Proficient” rather than “Advanced.”* |
| **Deviation from Anchored Performance Level** | *0* | | *0* | | | *-1* |
| **Identified Issues** | *N/A* | | *N/A* | | | *Judgement; the sample selected by this panelist was the “lowest” of the three “Advanced” samples provided.* |
| **Panelist Anchor Set Assembly-Round 2 (Advanced Level)** | | | | | | |
| **Student Samples (#)** | *3, 7, 8* | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | **Panelist 3** | |
| **Student Sample Number** | *7* | | *7* | | *3* | |
| **Performance Level Rationale** | *Outstanding constructed response answers; very few multiple choice errors.* | | *The evidence-based SR clusters are answered nearly flawlessly, and the constructed response answers show a thorough understanding of the passages.* | | *This sample is exceptional, even when compared to the other “Advanced” sample I chose last round. The constructed response answers display a high level of comprehension of the questions and passages.* | |
| **Deviation from Anchored Performance Level** | *0* | | *0* | | *0* | |
| **Identified Issues** | *N/A* | | *N/A* | | *N/A* | |

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| **Panelist Anchor Set Assembly-Round 3 (Below Proficient Level)** | | | | | |
| **Student Samples (#)** | *1, 4, 9* | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | **Panelist 3** |
| **Student Sample Number** | *4* | | *9* | | *4* |
| **Performance Level Rationale** | *Both SR and CR sections are incomplete; the student left nearly half of the answers blank.* | | *The constructed response answers are more characteristic of a 2nd or 3rd grader than a 5th grader. Evidence-based SR cluster answers suggest guessing.* | | *The student answered only about half of the questions on the test, and many of the questions that were answered are incorrect.* |
| **Deviation from Anchored Performance Level** | *0* | | *0* | | *0* |
| **Identified Issues** | *N/A* | | *N/A* | | *N/A* |
| **Performance Levels and Descriptors-Amended Set** | | | | | |
| **Advanced** | | **Proficient** | | **Below Proficient** | |
| *Students at this level, when using grade-appropriate text, will display reading comprehension skills and create written responses to grade-level passages that exceed the requirements articulated in the PA content standards for reading.* | | *Students at this level, when using grade-appropriate text, will display reading comprehension skills and create written responses to grade-level passages that match the requirements articulated in the PA content standards for reading.* | | *Students at this level, when using grade-appropriate text, will display reading comprehension skills and create written responses to grade-level passages that do not meet the minimal requirements articulated in the PA content standards for reading.* | |

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| **Build Phase-Meeting 3** | | | |
| **Meeting Date:** *May 26, 2014* | | | |
| **Panelists/Qualifications:** *B. Jones (District Department Chair), M. McDowell (Elementary Grades Instructional Coach), T. Williams (Elementary Grades Instructional Coach)* | | | |
| **Subject/Grade Level of Assessment/Task:** *ELA (Reading) Grade 5 End of Year Summative Exam* | | | |
| **Performance Levels and Descriptors-Amended Set** | | | |
| **Advanced** | | **Proficient** | **Below Proficient** |
| *Students at this level, when using grade-appropriate text, will display reading comprehension skills and create written responses to grade-level passages that exceed the requirements articulated in the PA Content Standards for Reading.* | | *Students at this level, when using grade-appropriate text, will display reading comprehension skills and create written responses to grade-level passages that match the requirements articulated in the PA Content Standards for Reading.* | *Students at this level, when using grade-appropriate text, will display reading comprehension skills and create written responses to grade-level passages that do not meet the minimal requirements articulated in the PA Content Standards for Reading.* |
| **Review of Meetings 1-2 Scoring** | *The panelists are improving with practice. There is nothing negative to report. The amended PLDs should help remedy inconsistencies between panelists.* | | |

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| **Cold Student Sample 1** | | | | | | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | | | | | | **Panelist 3** |
| **Performance Level Assigned** | *Advanced* | | *Proficient* | | | | | | | *Advanced* |
| **Performance Level Rationale** | *Exceeds typical 5th grade performance.* | | *On the fence between “Proficient” and “Advanced;” the sample seems to exceed typical performance in some regards, but not enough to be considered “Advanced.”* | | | | | | | *Exceeds typical 5th grade performance.* |
| **Consensus Performance Level** | *Advanced* | | | | | | | | | |
| **Cold Student Example 2** | | | | | | | | | | |
| **Panelist** | **Panelist 1** | | | **Panelist 2** | | | | | **Panelist 3** | |
| **Performance Level Assigned** | *Below Proficient* | | | *Below Proficient* | | | | | *Below Proficient* | |
| **Performance Level Rationale** | *SR and CR performance is well below grade level.* | | | *Incomplete constructed response answers; inconsistent performance in multiple choice section.* | | | | | *Not indicative of typical 5th grade performance.* | |
| **Consensus Performance Level** | *Below Proficient* | | | | | | | | | |
| **Cold Student Example 3** | | | | | | | | | | |
| **Panelist** | **Panelist 1** | | | | **Panelist 2** | | | **Panelist 3** | | |
| **Performance Level Assigned** | *Advanced* | | | | *Advanced* | | | *Advanced* | | |
| **Performance Level Rationale** | *Exceeds typical 5th grade performance.* | | | | *Exceeds typical 5th grade performance.* | | | *Exceeds typical 5th grade performance.* | | |
| **Consensus Performance Level** | *Advanced* | | | | | | | | | |
| **Performance Level Cut Scores** | | | | | | | | | | |
| **Advanced** | | **Proficient** | | | | **Below Proficient** | | | | |
| *100-90%* | | *89-60%* | | | | *59-0%* | | | | |
| **Designated Assessment Scorers:** *B. Jones, M. McDowell, T. Williams* | | | | | | | **Projected Date of Completion:** *May 29, 2014* | | | |

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| **Review Phase-Score Reporting** | | |
| **Performance Level Cut Scores (from Meeting 2)** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *100-90%* | *89-60%* | *59-0%* |
| **Score Reporting (insert number and/or percentage of students that fall into each category):** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *9%* | *24%* | *67%* |
| **Revalidation** | | |
| **An amended cut score is/is not (circle one) necessary at this time because…***the percentage of students in the “Below Proficient” category is alarming. After further review of the assessment, two of the four reading passages (constructed response section) should have been expanded to include more potential textual evidence relevant to the question clusters. The test will be re-weighted to reflect changes to the constructed response section.* | | |

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| **Amended Score Reporting-if necessary (insert the new scores and amended number and/or percentage of students that fall into each category):** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *100-85%* | *84-50%* | *49-0%* |
| *11.7%* | *41.4%* | *46.9%* |

**4.1.2 Writing Grade 12 (Example 2)**

Note: Examples of input are written in *italics;* the decision to amend cut scores (*Revalidation*) has been underlined rather than circled.

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| **Design Phase** | | | |
| **Subject/Grade Level:** *ELA (Writing) Grade 12* | | **Assessment/Task:** *Quarter 3 Pre-Test* | |
| **Targeted Content Standards:** *W.12.1, W.12.2, W.12.3, W.12.4* | | | |
| **Skills Associated with Content Standards:**   * *Write for different purposes and audiences* * *Write poems, short stories, and plays that apply various organizational methods and literary elements and devices* * *Write complex informational pieces that make and support inferences with relevant and well-chosen details* * *Write persuasive pieces with rhetorical strategies to support the main argument or position* * *Use focus in writing, keeping in mind identifying topic, task, and audience; establish a point of view* * *Gather, organize, and determine the most valid and reliable information for the topic, task and audience; use the most effective format for displaying information, write paragraphs that are topic-specific and relevant to the focus* * *Organize writing in a controlled and/or subtle manner; use appropriate transitions within sentences and throughout paragraphs; establish topic/purpose in the introduction and reiterate topic/purpose in the conclusion* * *Use a variety of sentence patterns and word choices to develop style, voice, and tone* * *Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after considering purpose, audience, and genre* | | | |
| **Performance Level Descriptors-Draft Set** | | | |
| **Advanced** | **Proficient** | | **Below Proficient** |
| *Students who score at this level show skillful performance in written communication as evidenced by performing substantially beyond the achievement goal for all students. Students who perform at this level consistently demonstrate the ability to identify and apply superior written communications by exhibiting a strong command of language including: clear, controlled ideas and organization, wide sentence variety, and impressive control of voice, conventions, and word choice.* | *Students who score at this level show appropriate and acceptable performance at the High School Writing Standards. Students who perform at this level frequently demonstrate the ability to identify and apply adequate written communication by exhibiting a basic command of language including: clear ideas and organization, average sentence variety and functional control of voice, conventions, and word choice.* | | *Students who score at this level show a level of performance in written communication below the High School Writing Standards. Students who perform at this level ineffectively demonstrate the ability to identify and apply basic written communications by exhibiting a limited command of language including: broad or simplistic ideas and organization, weak sentence variety, and underdeveloped control of voice, conventions, and word choice.* |

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| **Student Samples-Initial Set** | | | | | | | | |
| **Sample Number** | **1** | | | **2** | | **3** | | |
| **Anchored Score** | *Below Proficient* | | | *Advanced* | | *Proficient* | | |
| **Rationale** | *This sample contains major errors in sentence structure, conventions, and addressing the topic.* | | | *The ideas in this sample are relevant, articulated clearly, and thoroughly developed. The writer’s voice is both informative and entertaining without straying from the topic.* | | *This sample is easy to read and mostly related to the task. There are few errors in conventions, but not enough to affect the readability of the sample.* | | |
| **Panelist Demographics** | | | | | | | | |
| **Panelist Number** | | **1** | **2** | | **3** | |  |  |
| **Name/Subject Taught/Qualification** | | *A. Whitlock (High School Writing Coach)* | *T. Crawford (High School Principal)* | | *D. Reed (11th Grade Creative Writing Teacher)* | |  |  |
| **Grade Level** | | *9-12* | *9-12* | | *11* | |  |  |
| **Gender** | | *M* | *M* | | *F* | |  |  |
| **Race/Ethnicity** | | *B* | *W* | | *W* | |  |  |
| **Additional Comments** | | *Although D. Reed is currently teaching 11th grade Creative Writing, she has much experience teaching writing to 12th graders and college students.* | | | | | | |

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| **Build Phase-Meeting 1** | | |
| **Meeting Date:** *January 26, 2015* | | |
| **Panelists/Qualifications:** *A. Whitlock (High School Writing Coach), T Crawford (High School Principal), D. Reed (11th Grade Creative Writing Teacher)* | | |
| **Subject/Grade Level and Assessment/Task:** *ELA (Writing) Grade 12 3rd Quarter Pre-Test* | | |
| **Performance Levels and Descriptors-Draft Set** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *Students who score at this level show skillful performance in written communication as evidenced by performing substantially beyond the achievement goal for all students. Students who perform at this level consistently demonstrate the ability to identify and apply superior written communications by exhibiting a strong command of language including: clear, controlled ideas and organization, wide sentence variety, and impressive control of voice, conventions, and word choice.* | *Students who score at this level show appropriate and acceptable performance at the High School Writing Standards. Students who perform at this level frequently demonstrate the ability to identify and apply adequate written communication by exhibiting a basic command of language including: clear ideas and organization, average sentence variety and functional control of voice, conventions, and word choice.* | *Students who score at this level show a level of performance in written communication below the High School Writing Standards. Students who perform at this level ineffectively demonstrate the ability to identify and apply basic written communications by exhibiting a limited command of language including: broad or simplistic ideas and organization, weak sentence variety, and underdeveloped control of voice, conventions, and word choice.* |

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| **Calibration Training-Student Sample #1** | | | | | | | |
| **Anchored Performance Level** | *Below Proficient* | | | | | | |
| **Panelist** | **Panelist1** | | **Panelist 2** | | | **Panelist 3** | |
| **Performance Level Assigned** | *Below Proficient* | | *Below Proficient* | | | *Below Proficient* | |
| **Performance Level Rationale** | *The sample makes sense after several reads, however the structure and diction of this sample fall well below grade level.* | | *The sample does not stay on-topic, nor does it regularly vary sentence type and word choice. Very redundant.* | | | *I see seven sentences that do not pertain to the question. The sentences that are on-topic repeat themselves; there are really only one or two sentences that actually give new information about the topic.* | |
| **Deviation** | *0* | | *0* | | | *0* | |
| **Identified Issues** | *N/A* | | *N/A* | | | *N/A* | |
| **Calibration Training-Student Sample #2** | | | | | | | |
| **Anchored Performance Level** | *Advanced* | | | | | | |
| **Panelist** | **Panelist 1** | **Panelist 2** | | | **Panelist 3** | | |
| **Performance Level Assigned** | *Advanced* | *Advanced* | | | *Advanced* | | |
| **Performance Level Rationale** | *Excellent piece! Plenty of variance in sentence type and word choice, yet simple, to-the-point, and thorough.* | *This sample was obviously written and/or revised very carefully. The vocabulary displayed throughout is exceptional and relevant. No wasted sentences.* | | | *This sample is expertly written. It does not stray from the topic, and it is not redundant. The hook captured my attention and the conclusion did an excellent job of recapping the student’s main points.* | | |
| **Deviation** | *0* | *0* | | | *0* | | |
| **Identified Issues** | *N/A* | *N/A* | | | *N/A* | | |
| **Calibration Training-Student Sample #3** | | | | | | | |
| **Anchored Performance Level** | *Proficient* | | | | | | |
| **Panelist** | **Panelist 1** | | | **Panelist 2** | | | **Panelist 3** |
| **Performance Level Assigned** | *Advanced* | | | *Proficient* | | | *Proficient* |
| **Performance Level Rationale** | *Very few errors throughout piece. There is some deviation from the topic, but the student does address the prompt completely.* | | | *This sample does stray from the topic, and there are enough errors to keep this sample from being considered “Advanced.”* | | | *The prompt is not addressed completely, and the sample is not fully on-topic. Besides that, the sample is acceptable.* |
| **Deviation** | *+1* | | | *0* | | | *0* |
| **Identified Issues** | *In paragraph 3, the student began to answer the second question of the writing prompt, but did not do so completely.* | | | *N/A* | | | *N/A* |

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| **Build Phase-Meeting 2** | | | | | | | | | |
| **Meeting Date:** *January 29, 2015* | | | | | | | | | |
| **Panelists/Qualifications:** *A. Whitlock (High School Writing Coach), T Crawford (High School Principal), D. Reed (11th Grade Creative Writing Teacher)* | | | | | | | | | |
| **Subject/Grade Level of Assessment/Task:** *ELA (Writing) Grade 12 3rd Quarter Pre-Test* | | | | | | | | | |
| **Performance Levels and Descriptors-Draft Set (from Meeting 1)** | | | | | | | | | |
| **Advanced** | | **Proficient** | | | | **Below Proficient** | | | |
| *Students who score at this level show skillful performance in written communication as evidenced by performing substantially beyond the achievement goal for all students. Students who perform at this level consistently demonstrate the ability to identify and apply superior written communications by exhibiting a strong command of language including: clear, controlled ideas and organization, wide sentence variety, and impressive control of voice, conventions, and word choice.* | | *Students who score at this level show appropriate and acceptable performance at the High School Writing Standards. Students who perform at this level frequently demonstrate the ability to identify and apply adequate written communication by exhibiting a basic command of language including: clear ideas and organization, average sentence variety and functional control of voice, conventions, and word choice.* | | | | *Students who score at this level show a level of performance in written communication below the High School Writing Standards. Students who perform at this level ineffectively demonstrate the ability to identify and apply basic written communications by exhibiting a limited command of language including: broad or simplistic ideas and organization, weak sentence variety, and underdeveloped control of voice, conventions, and word choice.* | | | |
| **Panelist Anchor Set Assembly-Round 1 (Proficient Level)** | | | | | | | | | |
| **Student Samples (#)** | *5, 6, 8* | | | | | | | | |
| **Panelist** | **Panelist 1** | | | | **Panelist 2** | | | **Panelist 3** | |
| **Student Sample Number** | *6* | | | | *5* | | | *5* | |
| **Performance Level Rationale** | *Some variance from the topic. Noticeable amount of errors.* | | | | *The prompt is addressed mostly but not completely.* | | | *The student stays on-topic but fails to address the entire writing prompt.* | |
| **Deviation from Anchored Performance Level** | *0* | | | | *0* | | | *0* | |
| **Identified Issues** | *N/A* | | | | *N/A* | | | *N/A* | |
| **Panelist Anchor Set Assembly-Round 2 (Advanced Level)** | | | | | | | | | |
| **Student Samples (#)** | *1, 3, 9* | | | | | | | | |
| **Panelist** | **Panelist 1** | | | **Panelist 2** | | | | | **Panelist 3** |
| **Student Sample Number** | *9* | | | *3* | | | | | *9* |
| **Performance Level Rationale** | *Very thorough and well-written ideas that are relevant to the prompt.* | | | *Word choice and sentence types change frequently, but not excessively or to a point that impedes readability. Thorough answer with few errors.* | | | | | *This sample is structured very well, contains few errors, and answers the prompt completely.* |
| **Deviation from Anchored Performance Level** | *0* | | | *0* | | | | | *0* |
| **Identified Issues** | *N/A* | | | *N/A* | | | | | *N/A* |
| **Panelist Anchor Set Assembly-Round 3 (Below Proficient Level)** | | | | | | | | | |
| **Student Samples (#)** | *2, 4, 7* | | | | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | | | **Panelist 3** | | |
| **Student Sample Number** | *7* | | *2* | | | | *8* | | |
| **Performance Level Rationale** | *Ideas are presented but not developed. No structure; word choice redundancies.* | | *Errors impede readability. There is no introduction, thesis, or conclusion. Prompt is not fully addressed.* | | | | *The student addresses the writing prompt, but the piece deviates from it several times. Errors are present, and some make this sample confusing to read.* | | |
| **Deviation from Anchored Performance Level** | *0* | | *0* | | | | *+1* | | |
| **Identified Issues** | *N/A* | | *N/A* | | | | *This panelist overemphasized the errors in the sample.* | | |
| **Performance Levels and Descriptors-Amended Set** | | | | | | | | | |
| **Advanced** | | **Proficient** | | | | **Below Proficient** | | | |
| *Students who score at this level show performance in written communication as evidenced by performing substantially beyond the requirements of PA State Standards. Students who perform at this level demonstrate the ability to respond to a given prompt by stating a clear thesis, and to expand upon this thesis with relevant ideas and supporting details. Students adhere to the writing prompt/topic, while demonstrating exceptional organization, wide sentence variety, and impressive control of voice, conventions, and word choice.* | | *Students who score at this level show performance in written communication that matches the requirements of PA State Standards. Students who perform at this level frequently demonstrate the ability to respond to a given prompt by stating a clear thesis, and attempts to expand upon this thesis with ideas and supporting details that are mostly relevant. Students mostly adhere to the writing prompt/topic, while demonstrating basic organization, average sentence variety, and functional control of voice, conventions, and word choice.* | | | | *Students who score at this level show a level of performance in written communication that is below the requirements of PA State Standards. Students who perform at this level ineffectively demonstrate the ability to respond to a given prompt by stating an unclear/unrelated thesis, and by partially expanding upon this thesis with ideas that are mostly irrelevant and undeveloped. Students partially adhere to the writing prompt/topic, while demonstrating insufficient organization, weak sentence variety, and underdeveloped control of voice, conventions, and word choice.* | | | |

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| **Build Phase-Meeting 3** | | | | | | | |
| **Meeting Date:** *February 2, 2015* | | | | | | | |
| **Panelists/Qualifications:** *A. Whitlock (High School Writing Coach), T Crawford (High School Principal), D. Reed (11th Grade Creative Writing Teacher)* | | | | | | | |
| **Subject/Grade Level of Assessment/Task:** *ELA (Writing) Grade 12 3rd Quarter Pre-Test* | | | | | | | |
| **Performance Levels and Descriptors-Amended Set** | | | | | | | |
| **Advanced** | | **Proficient** | | | **Below Proficient** | | |
| *Students who score at this level show performance in written communication as evidenced by performing substantially beyond the requirements of PA State Standards. Students who perform at this level demonstrate the ability to respond to a given prompt by stating a clear thesis, and to expand upon this thesis with relevant ideas and supporting details. Students adhere to the writing prompt/topic, while demonstrating exceptional organization, wide sentence variety, and impressive control of voice, conventions, and word choice.* | | *Students who score at this level show performance in written communication that matches the requirements of PA State Standards. Students who perform at this level frequently demonstrate the ability to respond to a given prompt by stating a clear thesis, and attempts to expand upon this thesis with ideas and supporting details that are mostly relevant. Students mostly adhere to the writing prompt/topic, while demonstrating basic organization, average sentence variety, and functional control of voice, conventions, and word choice.* | | | *Students who score at this level show a level of performance in written communication that is below the requirements of PA State Standards. Students who perform at this level ineffectively demonstrate the ability to respond to a given prompt by stating an unclear/unrelated thesis, and by partially expanding upon this thesis with ideas that are mostly irrelevant and undeveloped. Students partially adhere to the writing prompt/topic, while demonstrating insufficient organization, weak sentence variety, and underdeveloped control of voice, conventions, and word choice.* | | |
| **Review of Meetings 1-2 Scoring** | *Excellent work so far! Writing is a very subjective area when it comes to assessment, yet this panel seems to be on the same page for the most part.* | | | | | | |
| **Cold Student Sample 1** | | | | | | | |
| **Panelist** | **Panelist 1** | | | **Panelist 2** | | | **Panelist 3** |
| **Performance Level Assigned** | *Proficient* | | | *Proficient* | | | *Advanced* |
| **Performance Level Rationale** | *This sample addresses the prompt and stays on-topic, but does not elaborate ideas thoroughly.* | | | *This sample meets, but does not exceed, typical 12th grade performance.* | | | *This sample contains errors, but it addresses the prompt completely.* |
| **Consensus Performance Level** | *Proficient (on the higher end of this PLD)* | | | | | | |
| **Cold Student Example 2** | | | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | | **Panelist 3** | |
| **Performance Level Assigned** | *Advanced* | | *Advanced* | | | *Advanced* | |
| **Performance Level Rationale** | *Exceptional word choice and thoroughly elaborated ideas.* | | *Very readable and informative. Exceeds typical 12th grade performance.* | | | *Few errors and no deviation from the writing prompt.* | |
| **Consensus Performance Level** | *Advanced* | | | | | | |

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| **Cold Student Example 3** | | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | **Panelist 3** | |
| **Performance Level Assigned** | *Proficient* | | *Advanced* | | *Advanced* | |
| **Performance Level Rationale** | *Meets, but does not exceed, typical 12th grade performance.* | | *Exceeds typical 12th grade performance.* | | *Clearly articulated ideas, flawless structure, and transitions are integrated applicably.* | |
| **Consensus Performance Level** | *Advanced* | | | | | |
| **Performance Level Cut Scores** | | | | | | |
| **Advanced** | | **Proficient** | | **Below Proficient** | | |
| *100-90%* | | *89-70%* | | *69-0%* | | |
| **Designated Assessment Scorers:** *A. Whitlock, T Crawford, D. Reed* | | | | | | **Projected Date of Completion:** *February 5, 2015* |

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| **Review Phase-Score Reporting** | | |
| **Performance Level Cut Scores (from Meeting 2)** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *100-90%* | *89-70%* | *69-0%* |
| **Score Reporting (insert number and/or percentage of students that fall into each category):** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *7%* | *62.3%* | *30.7%* |
| **Revalidation** | | |
| **An amended cut score is/is not (circle one) necessary at this time because…** *the scores reported above are pre-test scores. In this case, the data will be compared to the upcoming post-test scores to chart student growth throughout the Quarter 3 testing window* | | |
| **Amended Score Reporting-if necessary (insert the new scores and amended number and/or percentage of students that fall into each category):** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *N/A* | *N/A* | *N/A* |
| *N/A* | *N/A* | *N/A* |

**4.1.3 Mathematics Grade 9 (Example 3)**

Note: Examples of input are written in *italics;* the decision to amend cut scores (*Revalidation*) has been underlined rather than circled.

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| **Design Phase** | |
| **Subject/Grade Level:** *Mathematics Grade 9* | **Assessment/Task:** *End of Course (EOC) Exam* |
| **Targeted Content Standards:** *N-Q.1, N-Q.2, A-CED,1, A-CED,2, A-REI.1, A-REI.2, A-REI.3, F-BF.1, G-SRT.8, G-GMD.1, G-MG.3, S-IC.1, S-IC.2, S-IC.3, S-MD.3* | |
| **Skills Associated with Content Standards:**   * *Model and compare values of irrational and complex numbers* * *Use factoring to create equivalent forms of polynomials* * *Represent large numbers using exponential, scientific, and calculator notation* * *Apply prime and composite polynomial concepts to calculate GCF and LCM* * *Use the inverse relationships between exponential and logarithmic expression to determine unknown quantities in equations* * *Evaluate numerical expressions that include all four basic arithmetic operations of powers and roots, reciprocals, opposites, and absolute values* * *Use geometric properties and measurement formulas to solve for missing quantities* * *Describe how a change in one variable in a formula affects the measurement’s value* * *Write formal proofs to validate conjectures; use statements, converses, inverses, and contrapositives to construct or validate valid arguments* * *Develop and carry out a plan to analyze problems; verify and explain the answer and process* * *Use various mathematical representations to communicate results* * *Select/calculate the appropriate measure of central tendency, the interquartile range for one-variable data, and the equation for a line of best fit for two-variable data* * *Make predictions based on lines of best fit; draw conclusions about a variable’s quantity based om the results of a sample* * *Use probability to predict and make judgements about the likelihood of an outcome; compare odds and probability* * *Evaluate and simplify algebraic expressions; solve/graph linear equations and inequalities* * *Describe and generalize patters using sequences and series to predict long-term outcomes* * *Demonstrate understanding of and apply properties of functions* * *Use combinations of symbols and numbers to model problem situations* * *Interpret results of solving equations, inequalities, and situations of equations in the context of the situation that motivated the model* * *Create justifications for arguments related to geometric functions* * *Use arguments based on transformations to establish congruence or similarity of 2-dimensional shapes* * *Use techniques from coordinate geometry to establish properties of lines, shapes, and solids* * *Identify, create, and solve problems using trigonometric functions and the Pythagorean Theorem* * *Graph periodic and circular functions; describe properties of graphs* * *Determine and interpret maximum and minimum values of a function over specified intervals* * *Analyze and interpret rates of growth/decay* * *Estimate areas under curves using sums of areas* | |

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| **Performance Level Descriptors-Draft Set** | | | | | | | | | | |
| **Advanced** | | | **Proficient** | | | **Below Proficient** | | | | |
| *Students at this level consistently and effectively demonstrate knowledge of grade-level math content. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems.* | | | *Students at this level frequently, accurately, and satisfactorily demonstrate knowledge of grade-level math content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal, strategies and reasoning to solve problems.* | | | *Students at this level inconsistently, inadequately, and partially demonstrate knowledge of grade-level math content. Students at this level demonstrate gaps and misconceptions in content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated.* | | | | |
| **Student Samples-Initial Set** | | | | | | | | | | |
| **Sample Number** | **1** | | | | **2** | | | **3** | | |
| **Anchored Score** | *Proficient* | | | | *Advanced* | | | *Below Proficient* | | |
| **Rationale** | *This sample displays few lapses in mathematical reasoning, but also expresses an overall conceptual understanding of the assessment’s material.* | | | | *Work is shown for all problems, and the work shown displays a clear and logical line of mathematical reasoning.* | | | *Constructed response answers are mostly incorrect and work is not displayed or illegible. Multiple choice questions are mostly wrong.* | | |
| **Panelist Demographics** | | | | | | | | | | |
| **Panelist Number** | | **1** | | **2** | | | **3** | | **4** | **5** |
| **Name/Subject Taught/Qualification** | | *P. Lopez (District Department Chair)* | | *D. Freeman (High School Instructional Coach)* | | | *N. Bryant (High School Instructional Coach)* | |  |  |
| **Grade Level** | | *N/A* | | *9-12* | | | *9-12* | |  |  |
| **Gender** | | *F* | | *F* | | | *F* | |  |  |
| **Race/Ethnicity** | | *Hispanic/Latino* | | *B* | | | *W* | |  |  |
| **Additional Comments** | | *P. Lopez wrote this particular assessment, which makes her a welcome asset to this panel.* | | | | | | | | |

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| **Build Phase-Meeting 1** | | | | | |
| **Meeting Date:** *May 5, 2014* | | | | | |
| **Panelists/Qualifications:** *P. Lopez (District Department Chair), D. Freeman (High School Instructional Coach), N. Bryant (High School Instructional Coach)* | | | | | |
| **Subject/Grade Level and Assessment/Task:** *Mathematics Grade 9 End of Course (EOC) Exam* | | | | | |
| **Performance Levels and Descriptors-Draft Set** | | | | | |
| **Advanced** | | **Proficient** | | **Below Proficient** | |
| *Students at this level consistently and effectively demonstrate knowledge of grade-level math content. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems.* | | *Students at this level frequently, accurately, and satisfactorily demonstrate knowledge of grade-level math content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal, strategies and reasoning to solve problems.* | | *Students at this level inconsistently, inadequately, and partially demonstrate knowledge of grade-level math content. Students at this level demonstrate gaps and misconceptions in content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated.* | |
| **Calibration Training-Student Sample #1** | | | | | |
| **Anchored Performance Level** | *Proficient* | | | | |
| **Panelist** | **Panelist1** | | **Panelist 2** | | **Panelist 3** |
| **Performance Level Assigned** | *Proficient* | | *Below Proficient* | | *Proficient* |
| **Performance Level Rationale** | *The work shown for applicable problems is mostly right and easy to follow, but there are some concerning errors that disqualify this response as “Advanced.”* | | *There are not many errors in the work shown, but the errors that are present are not typical of 9th grade performance, especially by the end of the year.* | | *By looking at the student’s work, I can tell that he/she understands the concepts. The student more than likely missed a step or made a miscalculation here or there.* |
| **Deviation** | *0* | | *-1* | | *0* |
| **Identified Issues** | *N/A* | | *Though some of the errors in work shown are below grade-level, the overall volume of errors is not significant enough to place this response in the “Below Proficient” category.* | | *N/A* |

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| **Calibration Training-Student Sample #2** | | | | | |
| **Anchored Performance Level** | *Advanced* | | | | |
| **Panelist** | **Panelist 1** | **Panelist 2** | | **Panelist 3** | |
| **Performance Level Assigned** | *Advanced* | *Advanced* | | *Advanced* | |
| **Performance Level Rationale** | *The work shown is easy to follow and mostly correct.* | *Very few errors in the SR and CR sections. The one incorrect CR answer was off by less than 1 degree, indicating a minor miscalculation.* | | *The student’s overall score and the quality of work shown is higher than what I have seen from most of the 9th graders I have worked with.* | |
| **Deviation** | *0* | *0* | | *0* | |
| **Identified Issues** | *N/A* | *N/A* | | *N/A* | |
| **Calibration Training-Student Sample #3** | | | | | |
| **Anchored Performance Level** | *Below Proficient* | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | **Panelist 3** |
| **Performance Level Assigned** | *Below Proficient* | | *Below Proficient* | | *Below Proficient* |
| **Performance Level Rationale** | *Even if the CR answers were correct, there is still little to no work shown to justify them.* | | *Student did not follow directions for many CR items. Most answers are labeled with incorrect units of measure.* | | *The student missed and/or skipped well over half of the items on the assessment.* |
| **Deviation** | *0* | | *0* | | *0* |
| **Identified Issues** | *N/A* | | *N/A* | | *N/A* |

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| **Build Phase-Meeting 2** | | |
| **Meeting Date:** *May 8, 2014* | | |
| **Panelists/Qualifications:** *P. Lopez (District Department Chair), D. Freeman (High School Instructional Coach), N. Bryant (High School Instructional Coach)* | | |
| **Subject/Grade Level of Assessment/Task:** *Mathematics Grade 9 End of Course (EOC) Exam* | | |
| **Performance Levels and Descriptors-Draft Set (from Meeting 1)** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *Students at this level consistently and effectively demonstrate knowledge of grade-level math content. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems.* | *Students at this level frequently, accurately, and satisfactorily demonstrate knowledge of grade-level math content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal, strategies and reasoning to solve problems.* | *Students at this level inconsistently, inadequately, and partially demonstrate knowledge of grade-level math content. Students at this level demonstrate gaps and misconceptions in content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated.* |

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| **Panelist Anchor Set Assembly-Round 1 (Proficient Level)** | | | | | |
| **Student Samples (#)** | *1, 2, 8* | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | **Panelist 3** |
| **Student Sample Number** | *2* | | *1* | | *1* |
| **Performance Level Rationale** | *The student shows work where applicable, but the work shown displays lapses in understanding.* | | *Multiple choice items are mostly correct. Constructed response section contains minor errors, but there are enough to disqualify the response from being “Advanced.”* | | *The errors in this sample are not too significant; they are typical of average 9th grade performance.* |
| **Deviation from Anchored Performance Level** | *0* | | *0* | | *0* |
| **Identified Issues** | *N/A* | | *N/A* | | *N/A* |
| **Panelist Anchor Set Assembly-Round 2 (Advanced Level)** | | | | | |
| **Student Samples (#)** | *4, 5, 6* | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | **Panelist 3** |
| **Student Sample Number** | *5* | | *5* | | *5* |
| **Performance Level Rationale** | *This sample contains the fewest and least significant errors of all samples.* | | *Work shown is logical and very easy to follow. Very few small errors.* | | *Work shown is nearly perfect; multiple choice questions are mostly correct.* |
| **Deviation from Anchored Performance Level** | *0* | | *0* | | *0* |
| **Identified Issues** | *N/A* | | *N/A* | | *N/A* |
| **Panelist Anchor Set Assembly-Round 3 (Below Proficient Level)** | | | | | |
| **Student Samples (#)** | *3, 7, 9* | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | **Panelist 3** |
| **Student Sample Number** | *7* | | *9* | | *8* |
| **Performance Level Rationale** | *Severe deficits in answering multiple choice questions and showing work for constructed response items.* | | *This sample’s work shown is nearly illegible. The multiple choice section is mostly incorrect.* | | *The work shown in this sample is flawed and difficult to follow.* |
| **Deviation from Anchored Performance Level** | *0* | | *0* | | *+1* |
| **Identified Issues** | *N/A* | | *N/A* | | *Panelist 3’s rationale is accurate, but the score from the multiple choice section is high enough to compensate for errors in work shown and to classify it as “proficient.”* |
| **Performance Levels and Descriptors-Amended Set** | | | | | |
| **Advanced** | | **Proficient** | | **Below Proficient** | |
| *Students at this level demonstrate knowledge of arithmetic operations, geometric principles, and algebraic reasoning that exceeds the requirements of the PA Grade 9 State Standards. Students at this level analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems.* | | *Students at this level demonstrate knowledge of arithmetic operations, geometric principles, and algebraic reasoning that matches the requirements of the PA Grade 9 State Standards. Students at this level apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal, strategies and reasoning to solve problems.* | | *Students at this level demonstrate knowledge of arithmetic operations, geometric principles, and algebraic reasoning that does not meet the requirements of the PA Grade 9 State Standards. Students at this level demonstrate gaps and misconceptions in content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level rely more on memorization of concepts than the application of new concepts and knowledge.* | |

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| **Build Phase-Meeting 3** | | | | | |
| **Meeting Date:** *May 12, 2014* | | | | | |
| **Panelists/Qualifications:** *P. Lopez (District Department Chair), D. Freeman (High School Instructional Coach), N. Bryant (High School Instructional Coach)* | | | | | |
| **Subject/Grade Level of Assessment/Task:** *Mathematics Grade 9 End of Course (EOC) Exam* | | | | | |
| **Performance Levels and Descriptors-Amended Set** | | | | | |
| **Advanced** | | **Proficient** | | **Below Proficient** | |
| *Students at this level demonstrate knowledge of arithmetic operations, geometric principles, and algebraic reasoning that exceeds the requirements of the PA Grade 9 State Standards. Students at this level analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems.* | | *Students at this level demonstrate knowledge of arithmetic operations, geometric principles, and algebraic reasoning that matches the requirements of the PA Grade 9 State Standards. Students at this level apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal, strategies and reasoning to solve problems.* | | *Students at this level demonstrate knowledge of arithmetic operations, geometric principles, and algebraic reasoning that does not meet the requirements of the PA Grade 9 State Standards. Students at this level demonstrate gaps and misconceptions in content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level rely more on memorization of concepts than the application of new concepts and knowledge.* | |
| **Review of Meetings 1-2 Scoring** | *Keep in mind that we are looking at the assessment as a whole, not just the constructed response section. It is possible for a high score on the selected-response section to compensate for low CR scores, and vice-versa.* | | | | |
| **Cold Student Sample 1** | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | **Panelist 3** |
| **Performance Level Assigned** | *Below Proficient* | | *Below Proficient* | | *Below Proficient* |
| **Performance Level Rationale** | *Over half of the overall items are answered incorrectly.* | | *Does not meet expectations of typical 9th grade performance.* | | *Does not meet expectations of typical 9th grade performance.* |
| **Consensus Performance Level** | *Below Proficient* | | | | |

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| **Cold Student Example 2** | | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | **Panelist 3** | |
| **Performance Level Assigned** | *Advanced* | | *Advanced* | | *Advanced* | |
| **Performance Level Rationale** | *Exceeds typical 9th grade performance.* | | *Very few and minor errors in SR and CR sections.* | | *Exceeds typical 9th grade performance.* | |
| **Consensus Performance Level** | *Advanced* | | | | | |
| **Cold Student Example 3** | | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | | **Panelist 3** |
| **Performance Level Assigned** | *Advanced* | | *Advanced* | | | *Advanced* |
| **Performance Level Rationale** | *Work shown is substantially above-average.* | | *CR answers are indicative of sound and extensive mathematical reasoning.* | | | *Exceeds typical 9th grade performance.* |
| **Consensus Performance Level** | *Advanced* | | | | | |
| **Performance Level Cut Scores** | | | | | | |
| **Advanced** | | **Proficient** | | **Below Proficient** | | |
| *100-85%* | | *84-70%* | | *69-0%* | | |
| **Designated Assessment Scorers:** *P. Lopez, D. Freeman, N. Bryant* | | | | **Projected Date of Completion:** *May 15, 2014* | | |

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| **Review Phase-Score Reporting** | | |
| **Performance Level Cut Scores (from Meeting 2)** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *100-85%* | *84-70%* | *69-0%* |
| **Score Reporting (insert number and/or percentage of students that fall into each category):** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *34%* | *59.3%* | *6.7%* |
| **Revalidation** | | |
| **An amended cut score is/is not (circle one) necessary at this time because…** *the disproportionate amount of students falling in the “Advanced” and “Proficient” categories is concerning when these numbers are compared to Grade 9 Mathematics, Quarter 3 Exam results (Advanced-4.2%, Proficient-32.8%, Below Proficient-63%). The results indicate an unlikely amount of student growth within one instructional quarter. The EOC test will be reviewed for answer queuing and a more rigorous set of cut scores will be developed to address this matter.* | | |
| **Amended Score Reporting-if necessary (insert the new scores and amended number and/or percentage of students that fall into each category):** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *100-92%* | *91-80%* | *79-0%* |
| *12.64%* | *49.55%* | *37.1%* |

**4.1.4 Social Studies Grade 7 (Example 4)**

Note: Examples of input are written in *italics;* the decision to amend cut scores (*Revalidation*) has been underlined rather than circled.

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| **Design Phase** | |
| **Subject/Grade Level:** *Social Studies Grade 7* | **Assessment/Task:** *Placement Exam for Pilot Enrichment Grade 7 Social Studies Course* |
| **Targeted Content Standards:** *CCSS.RH.6-8.1, CCSS.RH.6-8.4, CCSS.RH.6-8.7, CCSS.RH.6-8.9, 5.1.7.D, 6.1.7.B, 6.2.7.C, 7.1.7.A, 8.1.7.D, 8.2.7.D, 8.3.7.D, 8.4.7.D* | |
| **Skills Associated with Content Standards:**   * *Compare and contrast events over time, and how continuity influenced those events* * *Use multiple points of view/primary and secondary sources to compare and contrast events* * *Produce organized products about historical topics that refer to primary and secondary sources* * *Compare and contrast the significance of historical documents, artifacts, and places* * *Compare and contrast contributions of social, political, economic groups from Pennsylvania* * *Compare and contrast how continuity and change have impacted Pennsylvania and US history* * *Compare and contrast examples of the influence of conflict and cooperation between groups* * *Examine how social, political, cultural, and economic groups, as well as continuity and change, have impacted US and world history* * *Identify sources of the rule of law* * *Outline how different governments function; analyze the principles that shape governments* * *Describe the purposes, powers, and responsibilities of the government; understand the rule of law in protecting rights* * *Describe principles and ideals within documents and the roles outlined by them* * *Interpret key ideas about the government found in significant documents* * *Compare and contrast individual, guaranteed rights in the PA and US Constitutions* * *Analyze how political symbols are used by the media and leaders to influence others* * *Identify individual rights and needs of others; identify behaviors that promote cooperation* * *Summarize the role of citizens within different government systems* * *Describe how citizens resolve conflicts in society and government* * *Describe the role of public leadership and public service* * *Describe the citizen’s role in the political process* * *Compare and contrast the Pennsylvania and Federal Governments’ three branches* * *Compare and contrast the policy-making process between the Pennsylvania and Federal Governments* * *Describe how governments provide services* * *Identify leadership positions and role of political party affiliation at various levels* * *Describe the relationship between elected officials and the creation of laws* * *Describe the roles and duties of elected officials* * *Describe Pennsylvania’s closed primary voting process* * *Explain the various judicial levels of the US and state* * *Explain the role of interest groups in the Federal Government* * *Describe mass media’s influence on government and views of international events* * *Describe projects and services provided by taxes* * *Compare democracy to totalitarianism* * *Describe how national interests affect relationships between countries; describe foreign policy tools* * *Explain how organizations and governments address common problems* * *Explain characteristics of places and regions and how physical processes that affect them* | |

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| **Performance Level Descriptors-Draft Set** | | | | | | | | | | |
| **Advanced** | | | **Proficient** | | | | **Below Proficient** | | | |
| *Students at this level demonstrate a highly developed ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.*  *Students at this level demonstrate a highly developed ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | | *Students at this level demonstrate a satisfactory ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.*  *Students at this level demonstrate a satisfactory ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | | | *Students at this level demonstrate a partially developed ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.*  *Students at this level demonstrate a partially developed ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | | |
| **Student Samples-Initial Set** | | | | | | | | | | |
| **Sample Number** | **1** | | | | **2** | | | **3** | | |
| **Anchored Score** | *Below Proficient* | | | | *Proficient* | | | *Advanced* | | |
| **Rationale** | *This student’s answers are not relevant to the passages and prompts supplied by the assessment.* | | | | *The answers given in this response show text comprehension and writing skills indicative of an average 6th or 7th grade student.* | | | *This student’s answers are very thorough and on-topic. The answers display an understanding of the assessment’s content that goes beyond typical 7th grade knowledge.* | | |
| **Panelist Demographics** | | | | | | | | | | |
| **Panelist Number** | | **1** | | **2** | | **3** | | |  |  |
| **Name/Subject Taught/Qualification** | | *L. Sanchez (Middle School Assistant Principal)* | | *A. Cooper (Middle School Instructional Coach)* | | *C. Graham (Middle School Instructional Coach)* | | |  |  |
| **Grade Level** | | *6-8* | | *6-8* | | *6-8* | | |  |  |
| **Gender** | | *F* | | *F* | | *M* | | |  |  |
| **Race/Ethnicity** | | *Hispanic/Latino* | | *W* | | *W* | | |  |  |
| **Additional Comments** | | *Since this is a screening/placement assessment for an Enrichment course and contains only constructed response items, panelists with strong social studies and writing backgrounds were chosen. L. Sanchez used to teach high school ELA and creative writing before becoming an assistant principal.* | | | | | | | | |

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| **Build Phase-Meeting 1** | | | | |
| **Meeting Date:** *August 13, 2014* | | | | |
| **Panelists/Qualifications:** *L. Sanchez (Middle School Assistant Principal), A. Cooper (Middle School Instructional Coach), C. Graham (Middle School Instructional Coach)* | | | | |
| **Subject/Grade Level and Assessment/Task:** *Placement Exam for Pilot Enrichment Grade 7 Social Studies Course* | | | | |
| **Performance Levels and Descriptors-Draft Set** | | | | |
| **Advanced** | | **Proficient** | | **Below Proficient** |
| *Students at this level demonstrate a highly developed ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.*  *Students at this level demonstrate a highly developed ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | *Students at this level demonstrate a satisfactory ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.*  *Students at this level demonstrate a satisfactory ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | *Students at this level demonstrate a partially developed ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.*  *Students at this level demonstrate a partially developed ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* |
| **Calibration Training-Student Sample #1** | | | | |
| **Anchored Performance Level** | *Below Proficient* | | | |
| **Panelist** | **Panelist1** | | **Panelist 2** | **Panelist 3** |
| **Performance Level Assigned** | *Below Proficient* | | *Below Proficient* | *Proficient* |
| **Performance Level Rationale** | *Answers are, for the most part, answered incompletely and with little control of language.* | | *The answers given do not pertain to the prompts or passages found in the assessment.* | *There are obvious gaps in knowledge, but the student attempts to address all parts of the prompts and incorporates structure into all of his/her answers.* |
| **Deviation** | *0* | | *0* | *+1* |
| **Identified Issues** | *N/A* | | *N/A* | *Panelist 3’s rationale is not far from being correct, however since this is a placement exam for an AP course, all sample responses will be held to a standard that is higher than normal.* |

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| **Calibration Training-Student Sample #2** | | | | | |
| **Anchored Performance Level** | *Proficient* | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | **Panelist 3** | |
| **Performance Level Assigned** | *Proficient* | | *Advanced* | *Advanced* | |
| **Performance Level Rationale** | *This sample contains mostly correct answers, but the overall performance is “average” for a 7th grade student.* | | *All questions are answered completely and all answers stay on-topic.* | *Student displays knowledge of passage content through writing. Answers are not perfect but remain on-topic.* | |
| **Deviation** | *0* | | *+1* | *+1* | |
| **Identified Issues** | *N/A* | | *Panelist 2’s rationale is sound, but this sample is not indicative of an above-average 7th grade student.* | *Panelist 3’s rationale is sound, but this sample response is not indicative of an above-average 7th grade student.* | |
| **Calibration Training-Student Sample #3** | | | | | |
| **Anchored Performance Level** | *Advanced* | | | | |
| **Panelist** | **Panelist 1** | **Panelist 2** | | | **Panelist 3** |
| **Performance Level Assigned** | *Advanced* | *Advanced* | | | *Advanced* |
| **Performance Level Rationale** | *Almost no errors. Answers are on-topic and do not stray from the given prompts.* | *The student’s annotation of the reading passages is evidence of higher-order thinking and organizational skills. Answers are thorough and mostly error-free.* | | | *Answers stay on-topic, and all parts of all prompts are addressed and expanded upon.* |
| **Deviation** | *0* | *0* | | | *0* |
| **Identified Issues** | *N/A* | *N/A* | | | *N/A* |

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| **Build Phase-Meeting 2** | | | | | | | | | | |
| **Meeting Date:** *August 14, 2014* | | | | | | | | | | |
| **Panelists/Qualifications:** *L. Sanchez (Middle School Assistant Principal), A. Cooper (Middle School Instructional Coach), C. Graham (Middle School Instructional Coach)* | | | | | | | | | | |
| **Subject/Grade Level and Assessment/Task:** *Placement Exam for Pilot Enrichment Grade 7 Social Studies Course* | | | | | | | | | | |
| **Performance Levels and Descriptors-Draft Set (from Meeting 1)** | | | | | | | | | | |
| **Advanced** | | **Proficient** | | | | | **Below Proficient** | | | |
| *Students at this level demonstrate a highly developed ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts. Students at this level demonstrate a highly developed ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | *Students at this level demonstrate a satisfactory ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts. Students at this level demonstrate a satisfactory ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | | | | *Students at this level demonstrate a partially developed ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts. Students at this level demonstrate a partially developed ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | | |
| **Panelist Anchor Set Assembly-Round 1 (Proficient Level)** | | | | | | | | | | |
| **Student Samples (#)** | *2, 7, 9* | | | | | | | | | |
| **Panelist** | **Panelist 1** | | | **Panelist 2** | | | | **Panelist 3** | | |
| **Student Sample Number** | *9* | | | *9* | | | | *2* | | |
| **Performance Level Rationale** | *This sample’s answers are adequate, but do not exceed expectations.* | | | *Answers are on-topic but ideas are not developed thoroughly.* | | | | *This response’s answers are relevant to the questions but not in a manner that can be considered above average.* | | |
| **Deviation from Anchored Performance Level** | *0* | | | *0* | | | | *0* | | |
| **Identified Issues** | *N/A* | | | *N/A* | | | | *N/A* | | |
| **Panelist Anchor Set Assembly-Round 2 (Advanced Level)** | | | | | | | | | | |
| **Student Samples (#)** | *3, 6, 8* | | | | | | | | | |
| **Panelist** | **Panelist 1** | | | | **Panelist 2** | | | | **Panelist 3** | |
| **Student Sample Number** | *6* | | | | *3* | | | | *8* | |
| **Performance Level Rationale** | *This sample is mainly error-free; all parts of all prompts are answered thoroughly and correctly.* | | | | *The answers in this response display content knowledge and writing skills that exceed those of a typical 7th grader.* | | | | *The student’s answers are correct and written in a precise manner that reflects deep understanding of the content in the passages.* | |
| **Deviation from Anchored Performance Level** | *0* | | | | *0* | | | | *0* | |
| **Identified Issues** | *N/A* | | | | *N/A* | | | | *N/A* | |
| **Panelist Anchor Set Assembly-Round 3 (Below Proficient Level)** | | | | | | | | | | |
| **Student Samples (#)** | *1, 4, 5* | | | | | | | | | |
| **Panelist** | **Panelist 1** | | | | | **Panelist 2** | | | | **Panelist 3** |
| **Student Sample Number** | *4* | | | | | *4* | | | | *5* |
| **Performance Level Rationale** | *The test is mostly blank.* | | | | | *Student hardly attempts to answer any questions.* | | | | *The student’s answers are lengthy, but are irrelevant to the questions asked on the test.* |
| **Deviation from Anchored Performance Level** | *0* | | | | | *0* | | | | *0* |
| **Identified Issues** | *N/A* | | | | | *N/A* | | | | *N/A* |
| **Performance Levels and Descriptors-Amended Set** | | | | | | | | | | |
| **Advanced** | | | **Proficient** | | | | **Below Proficient** | | | |
| *Students at this level demonstrate an ability that exceeds PA State Standards to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts relevant to Pennsylvania, US, and world history.*  *Students at this level demonstrate an above-average ability for their grade level to apply civics/government, history, and geography content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | | *Students at this level demonstrate an ability that matches PA State Standards to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts relevant to Pennsylvania, US, and world history.*  *Students at this level demonstrate an average ability for their grade level to apply civics/government, history, and geography content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | | | *Students at this level demonstrate an ability that does not meet PA State Standards to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts relevant to Pennsylvania, US, and world history. Students at this level demonstrate a below-average ability for their grade level to apply civics/government, history, and geography content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | | |

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| **Build Phase-Meeting 3** | | | | | |
| **Meeting Date:** *August 15, 2014* | | | | | |
| **Panelists/Qualifications:** *L. Sanchez (Middle School Assistant Principal), A. Cooper (Middle School Instructional Coach), C. Graham (Middle School Instructional Coach)* | | | | | |
| **Subject/Grade Level and Assessment/Task:** *Placement Exam for Pilot Enrichment Grade 7 Social Studies Course* | | | | | |
| **Performance Levels and Descriptors-Amended Set** | | | | | |
| **Advanced** | | **Proficient** | | **Below Proficient** | |
| *Students at this level demonstrate an ability that exceeds PA State Standards to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts relevant to Pennsylvania, US, and world history. Students at this level demonstrate an above-average ability for their grade level to apply civics/government, history, and geography content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | *Students at this level demonstrate an ability that matches PA State Standards to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts relevant to Pennsylvania, US, and world history. Students at this level demonstrate an average ability for their grade level to apply civics/government, history, and geography content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | | *Students at this level demonstrate an ability that does not meet PA State Standards to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts relevant to Pennsylvania, US, and world history. Students at this level demonstrate a below-average ability for their grade level to apply civics/government, history, and geography content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level.* | |
| **Review of Meetings 1-2 Scoring** | *There was much improvement in Meeting 2. Remember that this is an AP placement test, so we are to hold student sample responses to a higher standard than normal.* | | | | |
| **Cold Student Sample 1** | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | **Panelist 3** |
| **Performance Level Assigned** | *Below Proficient* | | *Below Proficient* | | *Below Proficient* |
| **Performance Level Rationale** | *Does not meet typical 7th grade performance.* | | *Poorly written responses; not an on-grade level sample.* | | *Below average in comprehension and written expression.* |
| **Consensus Performance Level** | *Below Proficient* | | | | |
| **Cold Student Example 2** | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | **Panelist 3** |
| **Performance Level Assigned** | *Advanced* | | *Advanced* | | *Advanced* |
| **Performance Level Rationale** | *Exceeds typical 7th grade performance.* | | *Exceeds typical 7th grade performance.* | | *Above average written responses.* |
| **Consensus Performance Level** | *Advanced* | | | | |

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| **Cold Student Example 3** | | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | | **Panelist 3** |
| **Performance Level Assigned** | *Below Proficient* | | *Proficient* | | | *Below Proficient* |
| **Performance Level Rationale** | *No development of ideas, which are not clearly stated.* | | *Many answers do not completely address their prompts* | | | *Below average written responses.* |
| **Consensus Performance Level** | *Below Proficient* | | | | | |
| **Performance Level Cut Scores** | | | | | | |
| **Advanced** | | **Proficient** | | | **Below Proficient** | |
| *100-90%* | | *89-60%* | | | *59-0%* | |
| **Designated Assessment Scorers: Panelists/Qualifications:** *L. Sanchez, A. Cooper, C. Graham* | | | | **Projected Date of Completion:**  *August 25, 2014* | | |

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| **Review Phase-Score Reporting** | | |
| **Performance Level Cut Scores (from Meeting 2)** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *100-90%* | *89-60%* | *59-0%* |
| **Score Reporting (insert number and/or percentage of students that fall into each category):** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *7.9%* | *48.82%* | *43.28%* |
| **Revalidation** | | |
| **An amended cut score is/is not (circle one) necessary at this time because…** *this assessment is used for placement purposes, therefore a score of “Below Proficient” is not of immediate concern at this time.* | | |
| **Amended Score Reporting-if necessary (insert the new scores and amended number and/or percentage of students that fall into each category):** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *N/A* | *N/A* | *N/A* |
| *N/A* | *N/A* | *N/A* |

**4.1.5 Science Grade 4 (Example 5)**

Note: Examples of input are written in *italics;* the decision to amend cut scores (*Revalidation*) has been underlined rather than circled.

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| **Design Phase** | | | | | | | | | | | |
| **Subject/Grade Level:** *Science Grade 4* | | | | **Assessment/Task:** *Midterm Exam* | | | | | | | |
| **Targeted Content Standards:** *3.1.4.A1, 3.1.4.A3, 3.1.4.A5, 3.1.4.A8, 3.1.4.B5, 3.1.4.C1, 3.2.4.A1, 3.2.4.A2, 3.2.4.A4, 3.2.4.B1, 3.2.4B2, 3.2.4.B4, 3.3.4.B2* | | | | | | | | | | | |
| **Skills Associated with Content Standards:**   * *Distinguish between scientific fact and opinion* * *Ask questions about objects, organisms, and events* * *Understand that scientific investigations involve comparing hypotheses and conclusions to what is already known* * *Plan and conduct simple investigations; select the type of investigation best suited for the problem* * *Use simple equipment to gather data* * *Use data/evidence to construct explanations; develop explanations based on evidence and compare them with current scientific knowledge* * *Communicate procedures and explanations, giving priority to evidence and understanding that scientists make their results public* | | | | | | | | | | | |
| **Performance Level Descriptors-Draft Set** | | | | | | | | | | | |
| **Advanced** | | | **Proficient** | | | | **Below Proficient** | | | | |
| *Students are able to consistently, effectively, and skillfully demonstrate knowledge of grade-level science content. Students are able to apply their content knowledge in a variety of new contexts.* | | | *Students frequently, accurately, and satisfactorily demonstrate knowledge of grade-level science content.* | | | | *Students inconsistently, inadequately, or partially demonstrate knowledge of grade-level science content.* | | | | |
| **Student Samples-Initial Set** | | | | | | | | | | | |
| **Sample Number** | **1** | | | | | **2** | | | **3** | | |
| **Anchored Score** | *Below Proficient* | | | | | *Advanced* | | | *Proficient* | | |
| **Rationale** | *Roughly half of the selected response questions are correct; little effort given to performance task.* | | | | | *Performance task is very accurate, thought-out, and thorough.* | | | *Performance task is mostly correct, but the selected response section score negatively impacts this.* | | |
| **Panelist Demographics** | | | | | | | | | | | |
| **Panelist Number** | | **1** | | | **2** | | | **3** | |  |  |
| **Name/Subject Taught/Qualification** | | *V. Collins (Elementary Grades Instructional Coach)* | | | *D. Dixon (Elementary Grades Instructional Coach)* | | | *R. Meyers (4th Grade Science Teacher)* | |  |  |
| **Grade Level** | | *1-5* | | | *1-5* | | | *4* | |  |  |
| **Gender** | | *M* | | | *F* | | | *M* | |  |  |
| **Race/Ethnicity** | | *B* | | | *W* | | | *W* | |  |  |
| **Additional Comments** | | *N/A* | | | | | | | | | |

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| **Build Phase-Meeting 1** | | | | | | | | |
| **Meeting Date:** *December 18, 2014* | | | | | | | | |
| **Panelists/Qualifications:** *V. Collins (Elementary Grades Instructional Coach),D. Dixon (Elementary Grades Instructional Coach), R. Meyers (4th Grade Science Teacher)* | | | | | | | | |
| **Subject/Grade Level and Assessment/Task:** *Science Grade 4 Midterm Exam* | | | | | | | | |
| **Performance Levels and Descriptors-Draft Set** | | | | | | | | |
| **Advanced** | | | **Proficient** | | | | **Below Proficient** | |
| *Students are able to consistently, effectively, and skillfully demonstrate knowledge of grade-level science content. Students are able to apply their content knowledge in a variety of new contexts.* | | | *Students frequently, accurately, and satisfactorily demonstrate knowledge of grade-level science content.* | | | | *Students inconsistently, inadequately, or partially demonstrate knowledge of grade-level science content.* | |
| **Calibration Training-Student Sample #1** | | | | | | | | |
| **Anchored Performance Level** | *Below Proficient* | | | | | | | |
| **Panelist** | **Panelist1** | | | **Panelist 2** | | **Panelist 3** | | |
| **Performance Level Assigned** | *Below Proficient* | | | *Below Proficient* | | *Below Proficient* | | |
| **Performance Level Rationale** | *The performance task is far from complete.* | | | *Over half of the content on this test is answered incorrectly.* | | *Poor overall performance that does not indicate a functional knowledge of science concepts.* | | |
| **Deviation** | *0* | | | *0* | | *0* | | |
| **Identified Issues** | *N/A* | | | *N/A* | | *N/A* | | |
| **Calibration Training-Student Sample #2** | | | | | | | | |
| **Anchored Performance Level** | *Advanced* | | | | | | | |
| **Panelist** | **Panelist 1** | **Panelist 2** | | | | **Panelist 3** | | |
| **Performance Level Assigned** | *Advanced* | *Advanced* | | | | *Advanced* | | |
| **Performance Level Rationale** | *Very few errors throughout the test; exceptional performance task.* | *Student answers matching sections of the test flawlessly. Performance task is well above-average.* | | | | *Mistakes are very hard to find throughout this sample response. This sample is indicative of an “Advanced” student.* | | |
| **Deviation** | *0* | *0* | | | | *0* | | |
| **Identified Issues** | *N/A* | *N/A* | | | | *N/A* | | |
| **Calibration Training-Student Sample #3** | | | | | | | | |
| **Anchored Performance Level** | *Proficient* | | | | | | | |
| **Panelist** | **Panelist 1** | | | | **Panelist 2** | | | **Panelist 3** |
| **Performance Level Assigned** | *Proficient* | | | | *Advanced* | | | *Proficient* |
| **Performance Level Rationale** | *Compared to the previous sample, this sample is more than acceptable but cannot be considered “Advanced.”* | | | | *Excellent performance task.* | | | *Performance task exceeds expectations, but the rest of the test is average at best.* |
| **Deviation** | *0* | | | | *+1* | | | *0* |
| **Identified Issues** | *N/A* | | | | *Panelist 2 overlooked the number of errors in the selected response section.* | | | *N/A* |

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| **Build Phase-Meeting 2** | | | | | | | |
| **Meeting Date:** *December 19, 2014* | | | | | | | |
| **Panelists/Qualifications:** *V. Collins (Elementary Grades Instructional Coach),D. Dixon (Elementary Grades Instructional Coach), R. Meyers (4th Grade Science Teacher)* | | | | | | | |
| **Subject/Grade Level of Assessment/Task:** *Science Grade 4 Midterm Exam* | | | | | | | |
| **Performance Levels and Descriptors-Draft Set (from Meeting 1)** | | | | | | | |
| **Advanced** | | **Proficient** | | | **Below Proficient** | | |
| *Students are able to consistently, effectively, and skillfully demonstrate knowledge of grade-level science content. Students are able to apply their content knowledge in a variety of new contexts.* | | *Students frequently, accurately, and satisfactorily demonstrate knowledge of grade-level science content.* | | | *Students inconsistently, inadequately, or partially demonstrate knowledge of grade-level science content.* | | |
| **Panelist Anchor Set Assembly-Round 1 (Proficient Level)** | | | | | | | |
| **Student Samples (#)** | *1, 2, 8* | | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | | | **Panelist 3** |
| **Student Sample Number** | *2* | | *1* | | | | *9* |
| **Performance Level Rationale** | *Performance task is only about half correct, while selected response section is nearly flawless.* | | *Very acceptable sample, overall. However there are enough incorrect selected response items to disqualify this sample as “Advanced.”* | | | | *The selected response section is nearly flawless, but there are errors in the performance task.* |
| **Deviation from Anchored Performance Level** | *0* | | *0* | | | | *+1* |
| **Identified Issues** | *N/A* | | *N/A* | | | | *The performance task does contain mistakes.* |
| **Panelist Anchor Set Assembly-Round 2 (Advanced Level)** | | | | | | | |
| **Student Samples (#)** | *5, 7, 9* | | | | | | |
| **Panelist** | **Panelist 1** | | | **Panelist 2** | | **Panelist 3** | |
| **Student Sample Number** | *5* | | | *5* | | *5* | |
| **Performance Level Rationale** | *Exceeds typical 4th grade performance.* | | | *Exceeds typical 4th grade performance.* | | *Performance task is well above-average.* | |
| **Deviation from Anchored Performance Level** | *0* | | | *0* | | *0* | |
| **Identified Issues** | *N/A* | | | *N/A* | | *N/A* | |

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| **Panelist Anchor Set Assembly-Round 3 (Below Proficient Level)** | | | | | |
| **Student Samples (#)** | *3, 4, 6* | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | **Panelist 3** |
| **Student Sample Number** | *4* | | *3* | | *3* |
| **Performance Level Rationale** | *Average performance task; selected response section contains many incorrect answers.* | | *Student did not attempt to complete the performance task.* | | *Performance task is missing completely.* |
| **Deviation from Anchored Performance Level** | *0* | | *0* | | *0* |
| **Identified Issues** | *N/A* | | *N/A* | | *N/A* |
| **Performance Levels and Descriptors-Amended Set** | | | | | |
| **Advanced** | | **Proficient** | | **Below Proficient** | |
| *Students are able to demonstrate knowledge of grade-level science content that exceeds the requirements of the PA State Standards. Students apply knowledge of biological, earth, and physical science, as well as the scientific process and science as inquiry to new contexts accurately and frequently.* | | *Students demonstrate knowledge of grade-level science content that matches the requirements of the PA State Standards. Students apply knowledge of biological, earth, and physical science, as well as the scientific process and science as inquiry to new contexts that is mostly accurate and frequent.* | | *Students demonstrate knowledge of grade-level science content that does not meet the requirements of the PA State Standards. Students apply knowledge of biological, earth, and physical science, as well as the scientific process and science as inquiry to new contexts inaccurately and infrequently.* | |

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| **Build Phase-Meeting 3** | | | |
| **Meeting Date:** *December 22, 2014* | | | |
| **Panelists/Qualifications:** *V. Collins (Elementary Grades Instructional Coach),D. Dixon (Elementary Grades Instructional Coach), R. Meyers (4th Grade Science Teacher)* | | | |
| **Subject/Grade Level of Assessment/Task:** *Science Grade 4 Midterm Exam* | | | |
| **Performance Levels and Descriptors-Amended Set** | | | |
| **Advanced** | | **Proficient** | **Below Proficient** |
| *Students are able to demonstrate knowledge of grade-level science content that exceeds the requirements of the PA State Standards. Students apply knowledge of biological, earth, and physical science, as well as the scientific process and science as inquiry to new contexts accurately and frequently.* | | *Students demonstrate knowledge of grade-level science content that matches the requirements of the PA State Standards. Students apply knowledge of biological, earth, and physical science, as well as the scientific process and science as inquiry to new contexts that is mostly accurate and frequent.* | *Students demonstrate knowledge of grade-level science content that does not meet the requirements of the PA State Standards. Students apply knowledge of biological, earth, and physical science, as well as the scientific process and science as inquiry to new contexts inaccurately and infrequently.* |
| **Review of Meetings 1-2 Scoring** | *Nothing major to report. Keep up the good work.* | | |

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| **Cold Student Sample 1** | | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | | **Panelist 3** |
| **Performance Level Assigned** | *Advanced* | | *Advanced* | | | *Advanced* |
| **Performance Level Rationale** | *Exceeds typical 4th grade performance.* | | *Excellent performance task; few errors in selected response section.* | | | *Accurate SR answers and a performance task with very few errors.* |
| **Consensus Performance Level** | *Advanced* | | | | | |
| **Cold Student Example 2** | | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | | **Panelist 3** |
| **Performance Level Assigned** | *Proficient* | | *Proficient* | | | *Below Proficient* |
| **Performance Level Rationale** | *Meets typical 4th grade performance.* | | *Meets typical 4th grade performance.* | | | *Nearly meets expectations of an average 4th grader.* |
| **Consensus Performance Level** | *Proficient* | | | | | |
| **Cold Student Example 3** | | | | | | |
| **Panelist** | **Panelist 1** | | **Panelist 2** | | | **Panelist 3** |
| **Performance Level Assigned** | *Below Proficient* | | *Proficient* | | | *Below Proficient* |
| **Performance Level Rationale** | *Performance task is well below-average.* | | *Meets typical 4th grade performance.* | | | *All sections are below-average.* |
| **Consensus Performance Level** | *Below Proficient* | | | | | |
| **Performance Level Cut Scores** | | | | | | |
| **Advanced** | | **Proficient** | | | **Below Proficient** | |
| *100-90%* | | *89-70%* | | | *69-0%* | |
| **Designated Assessment Scorers: Panelists/Qualifications:**  *V. Collins, D. Dixon, R. Meyers* | | | | **Projected Date of Completion:** *January 6, 2015* | | |

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| **Review Phase-Score Reporting** | | |
| **Performance Level Cut Scores (from Meeting 2)** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *100-90%* | *89-70%* | *69-0%* |
| **Score Reporting (insert number and/or percentage of students that fall into each category):** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *0%* | *23.3%* | *76.7%* |
| **Revalidation** | | |
| **An amended cut score is/is not (circle one) necessary at this time because…** *a significant proportion of students submitted performance tasks that were satisfactory, however a substantial percentage of these students fell into the “Below Proficient” level. Of these students, a large amount were within five (5) percentage points of attaining a “Proficient” score. Also, the amount of “Advanced” students is a concern. Therefore, the cut scores will be amended to reflect slightly less rigorous requirements for reaching proficiency.* | | |
| **Amended Score Reporting-if necessary (insert the new scores and amended number and/or percentage of students that fall into each category):** | | |
| **Advanced** | **Proficient** | **Below Proficient** |
| *100-80%* | *79-60%* | *59-0%* |
| *6.44%* | *49.76%* | *43.8%* |

**HANDOUT #4.2**

**Module 4.2: Develop Procedures to Create Performance Level Descriptors**

Performance level descriptors are content-based statements used to articulate the performance continuum reflected in the range of attainable scores.

**Procedural Steps**

1. Review the assessment’s specification tables and targeted content standards. Identify content-related and measurable skills necessary for demonstration of content mastery.
2. Determine the number of performance levels that will be used to evaluate assessment results. This module recommends and uses a three-level approach: advanced, proficient, and below proficient. Assign a name to each level that clearly reflects its position in the spectrum of student performance.
3. Specify the level of rigor within each performance level. Use clear and descriptive verbs, such as those found in Webb’s Depth of Knowledge (1997), that correspond to the level of performance specified (e.g., “identify” is often a skill associated with a lower level of rigor, while “categorize” and “critique” are indicative of a higher rigor level).
4. Ensure the criteria are aligned to the targeted content standards and are developmentally appropriate for the test-takers.
5. Increase the depth and breadth of knowledge required to achieve each performance level across time spans (e.g., a higher level of knowledge needed at the end of a unit as opposed to at its beginning) and across grade levels.

**4.2.1 Reading**

**READING – GRADES 3-5 Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students at this level, when using grade-appropriate text, will consistently, effectively, and/or skillfully use the knowledge and skills articulated in the state content standards for reading. | Students at this level, when using grade-appropriate text, will frequently, accurately, and/or satisfactorily use the knowledge and skills articulated in the state content standards for reading. | Students at this level, when using grade-appropriate text, will inconsistently, inadequately, and/or partially use the knowledge and skills articulated in the state content standards for reading. |

**Content Summary Expectations: Grades 3-5**

* Apply a wide range of strategies to read independently
* Identify author’s purpose based on text organization and content
* Use phonics and word recognition to decode and understand new words when reading
* Use meaning and knowledge of words to develop and increase reading vocabulary
* Demonstrate comprehension before, during, and after reading by retelling, restating, and summarizing, as well as by supporting and expanding ideas and concepts
* Demonstrate oral and silent reading fluency of grade-level texts
* Compare ideas and differentiate fact from opinion within and among texts
* Connect information with relevant prior knowledge to make predictions
* Make inferences and draw conclusions about content, ideas, and author’s decisions
* Distinguish between essential and nonessential information; read and respond to essential information
* Read and understand, identify and analyze, and compare the use of various literary genres
* Identify and interpret basic figurative language and literary devices; differentiate between literal and non-literal meanings
* Listen critically to others and respond with grade-level appropriate questions or ideas
* Use appropriate clarity and volume when speaking formally
* Identify differences in formal and informal language in speech, writing, and literature
* Explain and conduct inquiry-based research on topics using a variety of teacher-guided media sources and strategies
* Produce a product that presents findings, gives reasonable conclusions, and cites sources
* Understand and evaluate media for informational and entertainment purposes; use media and technology to extend learning

**READING – GRADES 6-8 Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students at this level, when using grade-appropriate text, will consistently, effectively, and/or skillfully use the knowledge and skills articulated in the state content standards for reading. | Students at this level, when using grade-appropriate text, will frequently, accurately, and/or satisfactorily use the knowledge and skills articulated in the state content standards for reading. | Students at this level, when using grade-appropriate text, will inconsistently, inadequately, and/or partially use the knowledge and skills articulated in the state content standards for reading. |

**Content Summary Expectations: Grades 6-8**

* Apply a wide range of strategies to read independently
* Apply appropriate strategies to interpret and analyze author’s purpose
* Use context clues, root words, and glossaries/thesauri to decode and understand the meaning of unfamiliar words
* Use knowledge of literal and figurative meanings of words to expand reading vocabulary
* Demonstrate comprehension before, during, and after reading by comparing and contrasting texts, as well as by citing evidence in a text
* Demonstrate appropriate silent reading fluency of grade-level texts
* Use text organization and content to identify author’s purpose, point of view, and theses
* Use items such as newspapers and electronic media to differentiate fact from opinion
* Identify bias and propaganda by distinguishing between essential and nonessential information in a variety of texts; understand and respond to essential content of a text
* Cite evidence from multiple texts and information sources to support inferences and conclusions
* Read, understand, and respond to various genres of literature
* Identify and analyze poetry, drama, and fiction; explain their appropriateness for certain purposes; analyze use of literary elements such as characterization, theme, and tone
* Analyze the use of literary devices such as personification and symbolism
* Listen critically to others and respond with grade-level appropriate questions or ideas
* Use appropriate clarity and volume when speaking formally
* Analyze differences in formal and informal language in speech, writing, and literature
* Develop and conduct inquiry-based research on topics using a variety of media sources and strategies
* Produce a product that presents and reflects on findings, gives sound conclusions, and cites sources
* Analyze media techniques; use media and technology to support personal productivity, group collaboration, and to extend learning

**READING – High School Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students at this level, when using grade-appropriate text, will consistently, effectively, and/or skillfully use the knowledge and skills articulated in the state content standards for reading. | Students at this level, when using grade-appropriate text, will frequently, accurately, and/or satisfactorily use the knowledge and skills articulated in the state content standards for reading. | Students at this level, when using grade-appropriate text, will inconsistently, inadequately, and/or partially use the knowledge and skills articulated in the state content standards for reading. |

**Content Summary Expectations: High School**

* Apply a wide range of strategies to read independently
* Apply appropriate strategies to construct meaning through interpretation and to analyze and evaluate author’s use of techniques, as well as elements of fiction and non-fiction, for rhetorical and aesthetical purposes
* Use context clues, root words, and reference sources to decode and understand the meanings of words
* Analyze textual contexts to determine the meaning of unfamiliar words and to draw conclusions about word nuances and connotations
* Demonstrate comprehension before, during, and after reading to support understanding of a variety of literary works from different cultures and literary movements
* Demonstrate appropriate silent reading fluency of grade-level texts
* Evaluate and critique text organization and content to determine author’s purpose, point of view, and theses according to accuracy, thoroughness, and logic/reasoning
* Distinguish among facts and opinions; use evidence to create inferences across a variety of texts
* Examine explicit and implicit bias/assumptions related to essential and nonessential information
* Evaluate textual evidence to make subtle inferences and draw conclusions about an author’s implicit and explicit assumptions about a subject
* Analyze and evaluate the structure and format of informational texts and graphics
* Interpret significant works from various literary forms to better interpret the text; analyze how literary works are related to themes of their historical periods
* Identify and analyze characteristics of genre that overlap the lines of genre classifications
* Analyze the effectiveness of literary elements used by authors in various genres
* Interpret and analyze the author’s skill in employing literary devices in various genres
* Listen critically to others and respond with grade-level appropriate questions or ideas
* Use appropriate clarity and volume when speaking formally
* Analyze the role of standard English in speech and writing; use diction to and evaluate how it advances the theme/purpose of a work
* Formulate a clear research question and design a methodology for gathering and evaluating information
* Develop and conduct inquiry-based research on topics using a variety of media sources and strategies; demonstrate that sources have been evaluated for accuracy and bias; synthesize information from materials and evaluate it for its relevance to the question
* Demonstrate the distinction between one’s own ideas from others’; include a reference page
* Analyze, synthesize, and integrate data into a product that illustrates research-based inferences and conclusions
* Use media and technology for reasoning, analysis, and problem solving; identify complexities and inconsistencies in each medium
* Evaluate information found in selected sources for accuracy, validity, and context

**4.2.2 Writing**

**WRITING – GRADES 3-5 Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students who score at this level show skillful performance in written communication as evidenced by performing substantially beyond the achievement goal for all students. Students who perform at this level consistently demonstrate the ability to identify and apply superior written communication by exhibiting a strong command of language, including clear, controlled ideas and organization, wide sentence variety, and impressive control of voice, conventions, and word choice. | Students who score at this level show appropriate and acceptable performance at the Grades 3-5 Writing Standards. Students who perform at this level frequently demonstrate the ability to identify and apply adequate written communication by exhibiting a basic command of language, including clear ideas and organization, average sentence variety and functional control of voice, conventions, and word choice. | Students who score at this level show a level of performance in written communication below the Grades 3-5 Writing Standards. Students who perform at this level ineffectively demonstrate the ability to identify and apply basic written communication by exhibiting a limited command of language, including broad or simplistic ideas and organization, weak sentence variety, and underdeveloped control of voice, conventions, and word choice. |

**Content Summary Expectations: Grades 3-5**

* Write for different purposes and audiences
* Write poems, multi-paragraph stories, and plays that describe people, places and things, as well as include literary elements and devices
* Write multi-paragraph informational pieces that use relevant graphics
* (5th grade only) Write persuasive pieces with a clearly stated opinion and supporting details; cite sources as needed
* Use focus in writing, keeping in mind the identifying topic, task, and audience
* Gather, organize, and select the most effective information for the topic, task and audience; use topic sentences and supporting details in paragraphs
* Organize writing logically; include an identifiable introduction, body, and conclusion; use appropriate transitions within sentences and throughout paragraphs
* Use a variety of sentence patterns and word choices to develop style, voice, and tone
* Revise writing to improve organization, word choice, and precision of vocabulary

**WRITING – GRADES 6-8 Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students who score at this level show skillful performance in written communication as evidenced by performing substantially beyond the achievement goal for all students. Students who perform at this level consistently demonstrate the ability to identify and apply superior written communication by exhibiting a strong command of language, including clear, controlled ideas and organization, wide sentence variety, and impressive control of voice, conventions, and word choice. | Students who score at this level show appropriate and acceptable performance at the Grades 6-8 Writing Standards. Students who perform at this level frequently demonstrate the ability to identify and apply adequate written communication by exhibiting a basic command of language, including clear ideas and organization, average sentence variety and functional control of voice, conventions, and word choice. | Students who score at this level show a level of performance in written communication below the Grades 6-8 Writing Standards. Students who perform at this level ineffectively demonstrate the ability to identify and apply basic written communication by exhibiting a limited command of language, including broad or simplistic ideas and organization, weak sentence variety, and underdeveloped control of voice, conventions, and word choice. |

**Content Summary Expectations: Grades 6-8**

* Write for different purposes and audiences
* Write poems, short stories, and plays that apply various organizational methods and literary elements and devices
* Write multi-paragraph informational pieces that use relevant graphics and primary/secondary sources as appropriate to the task
* Write persuasive pieces with a clearly stated opinion and convincing, elaborated, cited textual evidence; anticipate and counter reader arguments/concerns
* Use focus in writing, keeping in mind the identifying topic, task, and audience; establish a point of view
* Gather, organize, and determine the most valid and reliable information for the topic, task and audience; use the most effective format for displaying information, write paragraphs that are topic-specific and relevant to the focus
* Organize writing in a controlled and/or subtle manner; use appropriate transitions within sentences and throughout paragraphs; establish topic/purpose in the introduction and reiterate topic/purpose in the conclusion
* Use a variety of sentence patterns and word choices to develop style, voice, and tone
* Revise writing to improve organization, central idea, content, development, style, tone, and word choice

**WRITING – High School Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students who score at this level show skillful performance in written communication as evidenced by performing substantially beyond the achievement goal for all students. Students who perform at this level consistently demonstrate the ability to identify and apply superior written communication by exhibiting a strong command of language, including clear, controlled ideas and organization, wide sentence variety, and impressive control of voice, conventions, and word choice. | Students who score at this level show appropriate and acceptable performance at the High School Writing Standards. Students who perform at this level frequently demonstrate the ability to identify and apply adequate written communication by exhibiting a basic command of language, including clear ideas and organization, average sentence variety and functional control of voice, conventions, and word choice. | Students who score at this level show a level of performance in written communication below the High School Writing Standards. Students who perform at this level ineffectively demonstrate the ability to identify and apply basic written communication by exhibiting a limited command of language, including broad or simplistic ideas and organization, weak sentence variety, and underdeveloped control of voice, conventions, and word choice. |

**Content Summary Expectations: High School**

* Write for different purposes and audiences
* Write poems, short stories, and plays that apply various organizational methods and literary elements and devices
* Write complex informational pieces that make and support inferences with relevant and well-chosen details
* Write persuasive pieces with rhetorical strategies to support the main argument or position
* Use focus in writing, keeping in mind the identifying topic, task, and audience; establish a point of view
* Gather, organize, and determine the most valid and reliable information for the topic, task and audience; use the most effective format for displaying information, write paragraphs that are topic-specific and relevant to the focus
* Organize writing in a controlled and/or subtle manner; use appropriate transitions within sentences and throughout paragraphs; establish topic/purpose in the introduction and reiterate topic/purpose in the conclusion
* Use a variety of sentence patterns and word choices to develop style, voice, and tone
* Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after considering purpose, audience, and genre

**4.2.3 Mathematics**

**MATHEMATICS – GRADES 3-5 Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students at this level consistently and effectively demonstrate knowledge of grade-level math content. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. | Students at this level frequently, accurately, and satisfactorily demonstrate knowledge of grade-level math content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal, strategies and reasoning to solve problems. | Students at this level inconsistently, inadequately, and partially demonstrate knowledge of grade-level math content. Students at this level demonstrate gaps and misconceptions in content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated. |

**Content Summary Expectations: Grades 3-5**

* Count and compare values of whole numbers, fractions, and decimals by applying number patterns
* Represent and rename whole numbers, fractions, and decimals by using number theory concepts and models; represent integers, fractions, decimals, and percentages with models
* Order and compare decimals and whole numbers using place value concepts and expanded notation
* Represent numbers in different ways by applying number theory concepts
* Use the inverse relationships between multiplication and division to solve equations
* Add and subtract decimals/fractions; multiply and divide double-digit numbers/decimals
* Estimate results and check for reasonableness
* Use concrete objects to perform measurements; estimate and calculate perimeter and area
* Perform basic conversions within a given system
* Use models and facts to draw and justify conclusions; *use if…then* statements to express relationships
* Develop a plan to analyze and use appropriate mathematical elements to solve problems
* Explain solutions to problems in a variety of ways
* Use various methods to gather and organize data; calculate mean, median, mode, and range
* Predict and calculate events and outcomes; express probability as a fraction or decimal
* Use various arrangements to list all possible outcomes/combinations
* Compare predictions based on probability and experimental results
* Use equality to demonstrate understanding of the distributive property
* Use strategies to solve and explain the solution of number sentences
* Recognize, extend, and create rules for various patterns, sequences, and relationships
* Determine functional rules for tables and graphs
* Create expressions that model mathematical situations; describe data representations
* Identify, describe, and classify 1-, 2-, and 3-dimensional shapes
* Predict and describe results of translations, rotations, and reflections
* Identify the location of coordinates on a coordinate system or number line

**MATHEMATICS – GRADES 6-8 Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students at this level consistently and effectively demonstrate knowledge of grade-level math content. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. | Students at this level frequently, accurately, and satisfactorily demonstrate knowledge of grade-level math content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal, strategies and reasoning to solve problems. | Students at this level inconsistently, inadequately, and partially demonstrate knowledge of grade-level math content. Students at this level demonstrate gaps and misconceptions in content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated. |

**Content Summary Expectations: Grades 6-8**

* Model and compare values of integers and rational numbers
* Represent and use numbers in equivalent forms
* Model relationships between quantities by using ratio and proportion
* Represent large numbers using exponential, scientific, and calculator notation
* Apply prime and composite concepts to calculate GCF and LCM
* Use the inverse relationships between exponents and roots to solve equations
* Perform all four basic arithmetic operations on integers, decimals, fractions, and percentages
* Use order of operations to evaluate numerical expressions
* Estimate values of irrational numbers and fractional/percent operations; check for validity
* Determine area and volume of compound shapes and solids
* Calculate volume, surface area, angles, and circumference; solve for missing quantities
* Perform conversions within metric, customary, scale, time and temperature systems
* Describe how linear changes affect an object’s perimeter, area, and volume; estimate and verify rate and mass measurements
* Think inductively and deductively; *use if…then* statements to construct valid arguments
* Develop a plan to analyze and use appropriate mathematical elements to solve problems
* Explain and interpret results using a variety of methods
* Apply techniques to gather data; organize and display one-variable data in a variety of ways
* Calculate quartiles for one-variable data; describe correlation coefficient of two-variable data
* Compare data sets graphically using different graph types
* Determine effects of extreme values on numerical data; calculate estimates based on results
* Calculate probability involving “and”, “or”, or “not”; determine number of combinations or permutations event
* Find experimental or theoretical probability of simple and compound event outcomes
* Use equality to demonstrate understanding of the inverse number properties
* Evaluate and simplify algebraic expressions; solve/graph linear equations and inequalities
* Extend patterns to include linear, exponential, and simple quadratic equations

**MATHEMATICS – High School Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students at this level consistently and effectively demonstrate knowledge of grade-level math content. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. | Students at this level frequently, accurately, and satisfactorily demonstrate knowledge of grade-level math content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal, strategies and reasoning to solve problems. | Students at this level inconsistently, inadequately, and partially demonstrate knowledge of grade-level math content. Students at this level demonstrate gaps and misconceptions in content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated. |

**Content Summary Expectations: High School**

* Model and compare values of irrational and complex numbers
* Use factoring to create equivalent forms of polynomials
* Represent large numbers using exponential, scientific, and calculator notation
* Apply prime and composite polynomial concepts to calculate GCF and LCM
* Use the inverse relationships between exponential and logarithmic expression to determine unknown quantities in equations
* Evaluate numerical expressions that include all four basic arithmetic operations of powers and roots, reciprocals, opposites, and absolute values
* Use geometric properties and measurement formulas to solve for missing quantities
* Describe how a change in one variable in a formula affects the measurement’s value
* Write formal proofs to validate conjectures; use statements, converses, inverses, and contrapositives to construct or validate valid arguments
* Develop and carry out a plan to analyze problems; verify and explain the answer and process
* Use various mathematical representations to communicate results
* Select/calculate the appropriate measure of central tendency, the interquartile range for one-variable data, and the equation for a line of best fit for two-variable data
* Make predictions based on lines of best fit; draw conclusions about a variable’s quantity based on the results of a sample
* Use probability to predict and make judgements about the likelihood of an outcome; compare odds and probability
* Evaluate and simplify algebraic expressions; solve/graph linear equations and inequalities
* Describe and generalize patters using sequences and series to predict long-term outcomes
* Demonstrate understanding of and apply properties of functions
* Use combinations of symbols and numbers to model problem situations
* Interpret results of solving equations, inequalities, and situations of equations in the context of the situation that motivated the model

**4.2.4 Social Studies**

**SOCIAL STUDIES – GRADES 3-5 Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students at this level demonstrate a *highly developed* ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.  Students at this level demonstrate a *highly developed* ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level. | Students at this level demonstrate a *satisfactory* ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.  Students at this level demonstrate a *satisfactory* ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level. | Students at this level demonstrate a *partially developed* ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.  Students at this level demonstrate a *partially developed* ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level. |

**Content Summary Expectations: Grades 3-5**

* Identify and explain economic influence
* Classify and analyze fact, opinion, and secondary sources as related to historical events
* Use primary and secondary sources when researching and writing about history
* Compare and contrast common characteristics of social, political, economic groups from Pennsylvania
* Illustrate concepts and knowledge of historical documents, artifacts, and places
* Differentiate how continuity and change are formed and how they operate in Pennsylvania and the US
* Examine patterns of conflict and cooperation between groups
* Compare and contrast social, political, cultural, and economic groups in US and world history
* Describe principles and ideals shaping governments
* Interpret key ideas about the government found in significant documents
* Identify individual, guaranteed rights in the PA and US Constitutions
* Explain significance of state symbols, as well as national symbols and holidays
* Identify individual rights and needs of others; identify behaviors that promote cooperation
* Identify and explain why individuals undertake public service and ways they do so
* Describe the relationship between elected officials and the creation of laws
* Describe the roles and duties of elected officials
* Identify voting requirements
* Examine different ways conflicts can be resolved
* Describe how groups influence others; identify sources of mass media
* Describe characteristics of places and regions and how physical processes that affect them

**SOCIAL STUDIES – GRADES 6-8 Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students at this level demonstrate a *highly developed* ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.  Students at this level demonstrate a *highly developed* ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level. | Students at this level demonstrate a *satisfactory* ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.  Students at this level demonstrate a *satisfactory* ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level. | Students at this level demonstrate a *partially developed* ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.  Students at this level demonstrate a *partially developed* ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level. |

**Content Summary Expectations: Grades 6-8**

* Compare and contrast events over time; identify and how continuity influenced those events
* Use multiple points of view/primary and secondary sources to compare and contrast events
* Produce organized products about historical topics that refer to primary and secondary sources
* Compare and contrast the significance of historical documents, artifacts, and places
* Compare and contrast contributions of social, political, economic groups from Pennsylvania
* Compare and contrast how continuity and change have impacted Pennsylvania and US history
* Compare and contrast examples of the influence of conflict and cooperation between groups
* Examine how social, political, cultural, and economic groups, as well as continuity and change, have impacted US and world history
* Identify sources of the rule of law
* Outline how different governments function; analyze the principles that shape governments
* Describe principles and ideals within documents and the roles outlined by them
* Interpret key ideas about the government found in significant documents
* Compare and contrast individual, guaranteed rights included in the PA and US Constitutions
* Analyze how political symbols are used by the media and leaders to influence others
* Identify individual rights and needs of others; identify behaviors that promote cooperation
* Summarize the role of citizens within different government systems
* Describe how citizens resolve conflicts in society and government
* Describe the role of public leadership and public service
* Describe the citizen’s role in the political process
* Compare and contrast the Pennsylvania and Federal Governments’ three branches

**SOCIAL STUDIES – High School Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students at this level demonstrate a *highly developed* ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.  Students at this level demonstrate a *highly developed* ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level. | Students at this level demonstrate a *satisfactory* ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.  Students at this level demonstrate a *satisfactory* ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level. | Students at this level demonstrate a *partially developed* ability for their grade level to interpret, evaluate, analyze, and synthesize information from a variety of primary and secondary sources in order to demonstrate an understanding of key social studies content and concepts.  Students at this level demonstrate a *partially developed* ability for their grade level to apply social studies content and concepts to real-life situations by transferring knowledge from the abstract to the concrete level. |

**Content Summary Expectations: High School**

* Evaluate patterns of continuity and rates of change over time, applying context of events
* Evaluate interpretation of historical events by considering fact v. opinion, multiple perspectives, and cause and effect relationships
* Analyze, synthesize, and integrate historical data to create a product that supports research-based inferences and conclusions
* Evaluate the role groups and individuals played in the development of the US and the world
* Evaluate the impact of historical documents, artifacts, and places
* Evaluate the interrelation of continuity and change in Pennsylvania, the US, and the world
* Evaluate the influence of conflict and cooperation between groups
* Evaluate how social, political, cultural, and economic groups, as well as continuity and change, have impacted US and world history
* Evaluate the role groups and individuals played in the development of world history
* Analyze the sources of the rule of law
* Evaluate principles and ideals within documents and the roles outlined by them
* Evaluate how citizens resolve conflicts in society and government
* Analyze how organizations and governments address common problems
* Analyze characteristics of places and regions and how physical processes that affect them

**4.2.5 Science**

**SCIENCE – GRADES 3-5 Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students are able to consistently, effectively, and skillfully demonstrate knowledge of grade-level science content. Students are able to apply their content knowledge in a variety of new contexts. | Students frequently, accurately, and satisfactorily demonstrate knowledge of grade-level science content. | Students inconsistently, inadequately, or partially demonstrate knowledge of grade-level science content. |

**Content Summary Expectations: Grades 3-5**

* Distinguish between scientific fact and opinion
* Ask questions about objects, organisms, and events
* Understand that scientific investigations involve comparing hypotheses and conclusions to what is already known
* Plan and conduct simple investigations; select the type of investigation best suited for the problem
* Use simple equipment to gather data
* Use data/evidence to construct explanations; develop explanations based on evidence and compare them with current scientific knowledge
* Communicate procedures and explanations, giving priority to evidence and understanding that scientists make their results public

**SCIENCE – GRADES 6-8 Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students are able to consistently, effectively, and skillfully demonstrate knowledge of grade-level science content. Students are able to apply their content knowledge in a variety of new contexts. | Students frequently, accurately, and satisfactorily demonstrate knowledge of grade-level science content. | Students inconsistently, inadequately, or partially demonstrate knowledge of grade-level science content. |

**Content Summary Expectations: Grades 6-8**

* Understand how theories are developed
* Identify questions that can be answered through scientific investigation; evaluate appropriateness of questions
* Design and conduct scientific investigations using current scientific knowledge
* Use inferences and predictions to describe relationships
* Use appropriate tools and technologies to gather, analyze, and interpret data
* Develop descriptions, explanations, and models by using evidence
* Analyze alternative explanations; understand that science advances through legitimate skepticism
* Use mathematics in all aspects of scientific inquiry
* Understand that scientific investigations may result in new ideas for study, new methods/procedures for an investigation, or new technologies to improve data collection
* Identify advantages of sexual reproduction over asexual reproduction
* Identify characteristics of living organisms
* Identify structures that are relevant to the transmission of genetic information
* Use food webs to make predictions
* Predict changes in populations of organisms

**SCIENCE – High School Performance Level Descriptors**

|  |  |  |
| --- | --- | --- |
| **Advanced** | **Proficient** | **Below Proficient** |
| Students are able to consistently, effectively, and skillfully demonstrate knowledge of grade-level science content. Students are able to apply their content knowledge in a variety of new contexts. | Students frequently, accurately, and satisfactorily demonstrate knowledge of grade-level science content. | Students inconsistently, inadequately, or partially demonstrate knowledge of grade-level science content. |

**Content Summary Expectations: High School**

* Compare and contrast scientific theories
* Know that scientists use direct and indirect observations to study the world and universe
* Identify questions and concepts that guide scientific investigations
* Formulate and revise explanations and models using logic and evidence
* Recognize and analyze alternative explanations and models
* Explain the importance of accuracy and precision in making valid measurements
* Examine the status of existing theories
* Evaluate experimental information for relevance and adherence to science processes
* Judge that conclusions are consistent and logical with experimental conditions
* Interpret results of experimental research to predict new information, propose additional investigational questions, or advance a solution
* Communicate and defend a scientific argument

**4.2 Workflow: Develop Procedures to Create Performance Level Descriptors**