

Did You Know?

2018 Getting Ready Presentation

October 30, 2017 9AM

<https://attendee.gotowebinar.com/register/8521647609157449473>

2018 Accommodations Presentation

October 30, 2017 1 PM

<https://attendee.gotowebinar.com/register/2388987364818675971>

2018 Testing Blueprint and Item Samplers

Keystone and PSSA testing blueprints and item samplers are currently in the final revision stage of publication. PDE will post all documents as soon as possible.

Keystone Exams

Although the Keystone Course Standards indicate what students should know and be able to do, Assessment Anchors are designed to indicate the parts of the Keystone Course Standards (Instructional Standards) that will be assessed on the Keystone Exams. Based on recommendations from Pennsylvania educators, the Assessment Anchors were designed as a tool to improve the articulation of curricular, instructional, and assessment practices. The Assessment Anchors clarify what is expected and focus the content of the standards into what is assessable on a large-scale exam. The Assessment Anchor documents also serve to communicate Eligible Content—the range of knowledge and skills from which the Keystone Exams are designed. The Keystone Exams Assessment Anchors and Eligible Content have been designed to hold together, or anchor, the state assessment system and curricular/instructional practices in schools by following these design parameters:

Clear: The Assessment Anchors are easy to read and user friendly; they clearly detail which standards are assessed on the Keystone Exams.

Focused: The Assessment Anchors identify a core set of standards that can be reasonably assessed on a large-scale assessment; this keeps educators from having to guess which standards are critical.

Rigorous: The Assessment Anchors support the rigor of the state standards by assessing higher order and reasoning skills.

Manageable: The Assessment Anchors define the standards in a way that can be easily incorporated into a course to prepare students for success.

Professional Development

Text-dependent Analysis (TDA) is an ELA college and career ready item on the grades 4-8 PSSA. It is aligned to the writing standard which expects students in grades 3-8 to “*draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary non-fiction*”.

This means students must be able to demonstrate the reading standards through writing, requiring students to provide explicit and implicit evidence from the text **and** to draw inferences based on what the text says to **support an analysis**. Students are expected to construct a well-written essay to communicate their inferences and their connection to the evidence, drawing a conclusion aligned to the prompt to demonstrate analysis of the text. Therefore, there are 3 underlying components of a TDA: (1) reading comprehension; (2) analysis; and (3) essay writing.

For more information, please visit the [TDA Toolkit](#).

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Our monthly ELA Assessment eBlast will focus on providing the following: insight around standardized assessment, professional learning for ELA classroom assessment, professional opportunities, and a question/answer section.

Email questions to:

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Currently, **Keystone Exams** are end-of-course assessments in designated content areas. The Keystone Exams serve two purposes: (1) high school accountability assessments for federal and state purposes, and (2) high school graduation requirements for students beginning with the class of 2019. The Literature Keystone Exams include items written to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Core Standards in English Language Arts.

[Keystone Exams](#)

“Formative assessment during instruction is an ongoing process. The growth that occurs through this process of formatively assessing student performance as related to identified standards and adjusting instruction to address students’ identified strengths and needs prepares them for summative assessments” (Moss et al., 2015).