

Did You Know?

Item & Scoring Samplers, Test Designs, and Accommodations Guidelines

[2017 English Language Arts Item and Scoring Sampler Grade 3](#) (PDF)
[2017 English Language Arts Item and Scoring Sampler Grade 4](#) (PDF)
[2017 English Language Arts Item and Scoring Sampler Grade 5](#) (PDF)
[2017 English Language Arts Item and Scoring Sampler Grade 6](#) (PDF)
[2017 English Language Arts Item and Scoring Sampler Grade 7](#) (PDF)
[2017 English Language Arts Item and Scoring Sampler Grade 8](#) (PDF)

[PCS PSSA English Language Arts Test Design](#) (PDF)

[2018 Accommodations Guidelines](#) (PDF)
[2018 Accommodations Guidelines for ELs](#) (PDF)
[2018 Unique Accommodation Form](#) (PDF)
[2018 Confidentiality Agreement for Language Interpreter](#) (PDF)
[2018 PSSA Scribing Unique Accommodations Form](#) (PDF)
[2018 Read Aloud and Scribing Guidelines](#) (PDF)

Professional Learning

In ELA, analysis can be defined as a detailed examination of the elements or structure of text, by breaking it into its component parts to uncover interrelationships in order to draw a conclusion.

- What elements?
- What structure?
- What interrelationships?
- What conclusion?

However, analysis is interdisciplinary. In other content areas, students may need to conduct a detailed examination of two concepts by breaking it into its component parts to determine interrelationships and to draw a conclusion. For example, in science, students may be asked to **analyze** how the mass of an object impacts an object's motion. Or in social studies, students may be asked to **analyze** how production and commerce influenced the form of government in early civilizations.

We have observed through lessons and student work that confusion exists between making inferences and demonstrating analysis. To infer, we must collect evidence about a part or detail of the text or concept and draw our own conclusion about these details based on evidence and reasoning. This evidence is ultimately combined through the process of analysis. The goal of analysis is not simply to discover parts within the whole, but to understand the connection of the parts to each other and as a whole. Once the parts are identified, analysis then seeks to determine how those parts are related from a recognition of the relationships between the parts.

Consider these steps for Analysis:

1. Suspend judgment or opinion
2. Define the significant parts or details and how they are related
3. Make the implicit explicit
 - a. Explicit – clearly stated: students must examine the words and phrases used by the author
 - b. Implicit – implied or suggested but not overtly stated

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

Email questions to:

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Literacy Vision

All students in Pennsylvania from birth through Grade 12 will become well educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals.

[Curriculum/Pages/English-Language-Arts](#)

Literacy Mission

The Pennsylvania State Literacy Plan (PaSLP) will provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students. The plan will identify and describe (1) essential evidence-based notions about the content of literacy (birth-Grade 12) and (2) processes by which all stakeholders (e.g., parents, care-takers, educators, community members, etc.) involved in students' literacy learning can facilitate that learning in a coherent and consistent manner.