

Did You Know?

PA educators will work with PDE and DRC during the summer months to score the 2017 field test TDA and open-ended responses. This range-finding process will provide the anchor sets to train and qualify the professional scorers of our students' responses.

PA educators will review the statistical data generated for the 2017 field test items.

PA educators will also review and revise newly developed test items for field testing on the 2018 PSSA and Keystone tests.

If interested in applying for a committee, click on the following link:

[Application for Educator Assessment Committees](#)

Professional Learning

Literacy Research – We have created a forum in the ELA Assessment Community to address current literacy research and topics of interest. Please join us in our professional discourse related to an article by Goldman, Snow, and Vaughn (2016).

"The emergence and interdependence of these themes in the three otherwise quite different projects underscore how crucial it is for the themes to be enacted not in isolation from one another but in well-theorized combination" (Goldman, Snow, & Vaughn, 2016, p. 257).



SAS Website – ELA Assessment Community

<http://pdesas.org/Community>

Please join us in the ELA Assessment Community as we provide an avenue to connect with you!

Question & Answer

Q: How many times must a student reread during close reading?

A: When practicing rereading during the close reading process in preparation for responding to a text-dependent analysis question, it is not always necessary to reread the entire piece multiple times. Rather, teachers should purposefully select sections to reread that will lead students to gain a deeper understanding of the reading elements or structure they will need to analyze. Throughout the close reading, open-ended text dependent questions should be provided by the teacher to promote discussion and to help students gain a better understanding of the nuances of the text. The number of times that students reread these sections will depend on what they need to understand to successfully respond to the TDA, and how well they demonstrate this understanding during their collaborative discussions.

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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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The academic standards indicate what students should know and be able to do. Educator concerns led to an initiative by the PDE to develop Assessment Anchor Content Standards (Assessment Anchors) to indicate which parts of the Academic Standards (Instructional Standards) would be assessed on the PSSA/Keystone. Based on recommendations from PA educators, the Assessment Anchors were designed as a tool to improve the articulation of curricular, instructional, and assessment practices.

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