

## Did You Know?

...that validity arguments for the PSSA and Keystone involve more than a discussion of the content of their items? Among assessment experts, the most agreed upon definition is:

***“Validity is the degree to which theory and evidence support the intended purpose and use of test scores.”***

This definition implies that a validity argument is far more complex than general statements regarding *what* the items on a test are measuring. Validity arguments are made not only about test content, but also at each stage of test development and in all discussions regarding appropriate interpretation and use of test scores. Documenting a validity argument is a very detailed endeavor, and it is ongoing. The validity of PSSA and Keystone test scores is supported by an accumulation of five sources of evidence that the scores are appropriate for their intended purposes, including evidence related to test content (what the test measures), the internal structure of the tests (statistical quality), their relation to other variables (e.g. other established measures), examinee response processes (examinees respond as intended), and testing consequences (that consequences are appropriate and fair for all students). Refer to Chapter 19 of most recent technical reports for full detail:

**PSSA:** <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Technical%20Reports/2016%20PSSA%20Technical%20Report.pdf>

**Keystone:** <http://www.education.pa.gov/Documents/Data%20and%20Statistics/Keystones/2015%20Keystone%20Exams%20Technical%20Report.pdf>

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## Professional Learning



<http://shanahanonliteracy.com/>

<http://shanahanonliteracy.com/publications/what-is-disciplinary-literacy>

<http://www.edweek.org/ew/articles/2015/01/28/differentiated-instruction-a-primer.html?cmp=eml-eb-differentiation-recur.v3>

*“Reports on reading comprehension research acknowledged that there is a complex interaction among characteristics of the reader, the tasks that the reader is to perform, the socio-cultural context, and the properties of the text itself” (Graesser, McNamara, & Louwerse, 2011).*

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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.

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The **Classroom Diagnostic Tools (CDT)** is a set of online assessments, divided by content area, designed to provide diagnostic information to guide instruction and remediation. The CDT reporting system is fully integrated in the Standards Aligned System (SAS). It assists educators in supporting student academic strengths, and areas in need of improvement, by providing links to classroom resources. The diagnostic reports feature easy-to-follow links to targeted curricular resources and materials, including units and lesson plans found within the SAS system. The CDT is available to districts at no cost.

[Classroom Diagnostic Tools](#)

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