

**PENN-DELCO
SCHOOL DISTRICT**

**PSSA INFORMATION
NIGHT**

NOVEMBER 3RD 2011

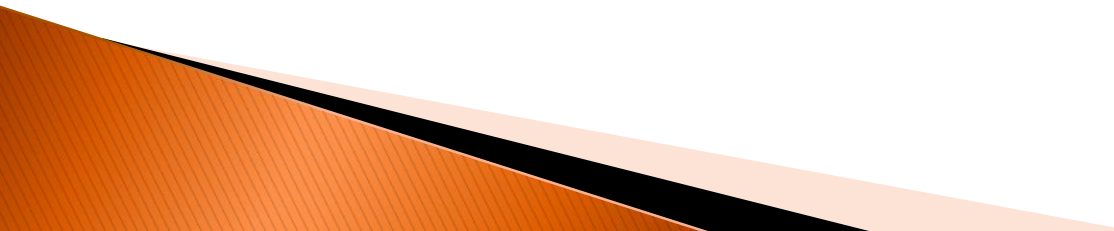


What is the PSSA?

The PSSA (Pennsylvania System of School Assessment) is a standards-based assessment administered in all Pennsylvania public schools.

There are four content-specific assessments including reading and math (3rd – 5th), science (4th) and writing (5th).

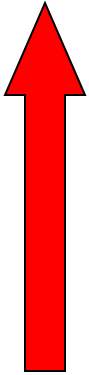
No Child Left Behind

- Students tested in 3rd, 4th, 5th, 6th, 7th, 8th, and 11th grade
 - By the year 2014 all students must score in the proficient or advanced range in each category.
- 

No Child Left Behind

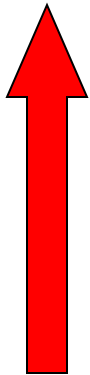
- **This proficiency level must also be reached for all subcategories** including:
 - gender
 - race and ethnicity
 - IEP students
 - Limited English Proficient Students
 - Economically Disadvantaged Students.
- **95% of the student body must be tested**. Parents may not opt out of having their child tested. However, 1% of the student body may take an alternate assessment, the PASA. It is an alternative test for students with extreme learning difficulties.
- The entire student body must have an **attendance rate of at least 90%** for the school year.

Adequate Yearly Progress-Reading (% Proficient by Year)



45% Proficient	54 % Proficient	63% Proficient	72% Proficient	81% Proficient	91% Proficient	100% Proficient
2004	2007	2010				
2003	2006	2009				
2002	2005	2008	2011	2012	2013	2014

Adequate Yearly Progress-Math (% Proficient by Year)



35% Proficient	45 % Proficient	56% Proficient	67% Proficient	78% Proficient	89% Proficient	100% Proficient
2004	2007	2010				
2003	2006	2009				
2002	2005	2008	2011	2012	2013	2014

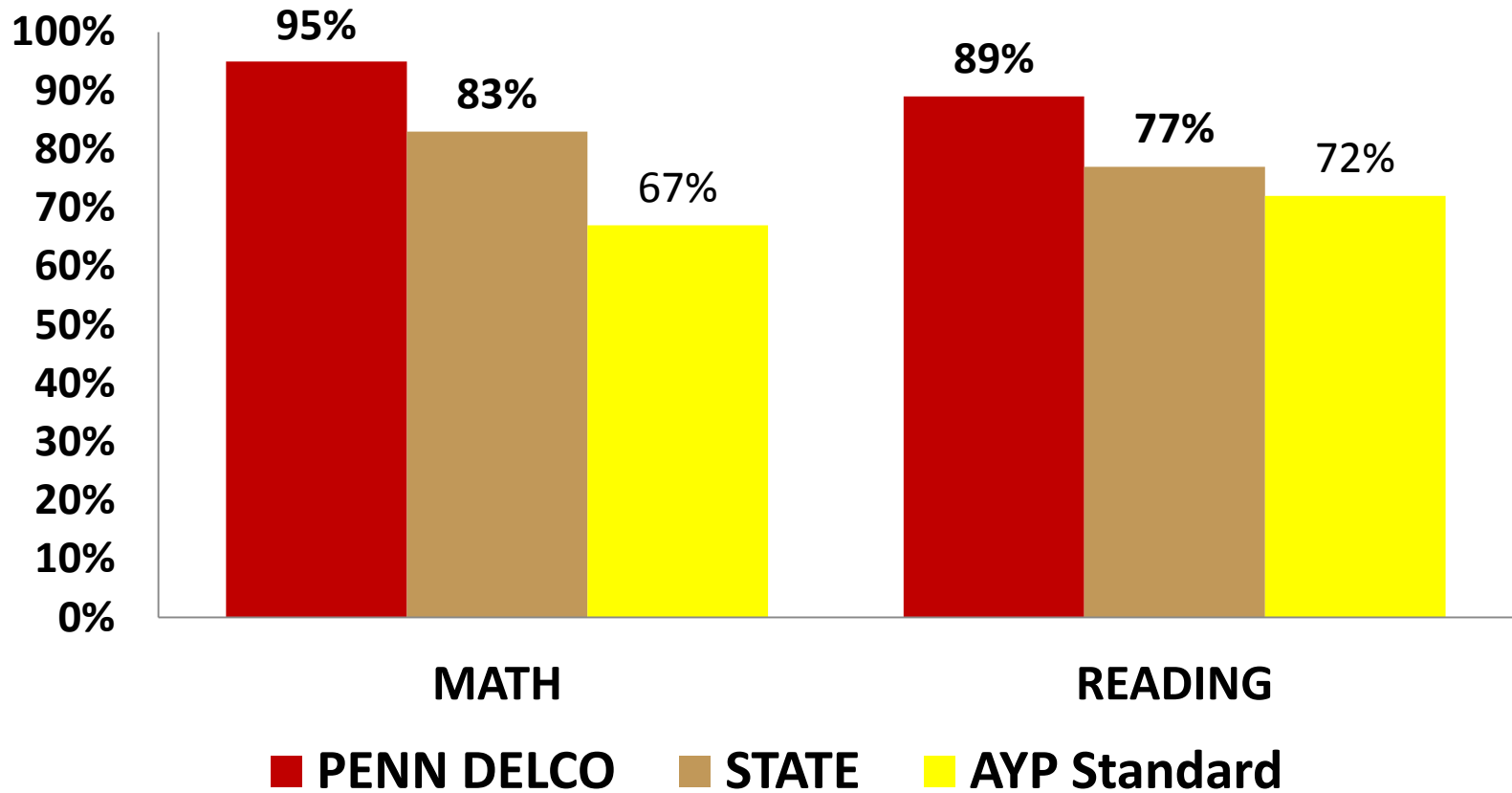
Adequate Yearly Progress (AYP)

Each school and each of its subgroups that contain 40 or more members (i.e., low income, IEP status, ESL, major racial and ethnic groups) will meet the annual proficiency target with 95% participation rate, and show growth in either attendance (K-8) or graduation rate (9-12) towards a 90% goal or 80% goal respectively. AYP will be calculated either by averaging grade spans for 2 years, or by using current year data, whichever is higher.

SAFE HARBOR means that if a school or subgroup reduces the proportion of students below proficient by 10% or more, it will be considered to have met AYP. The school and its subgroups, however, are still bound by the 2014 deadline.

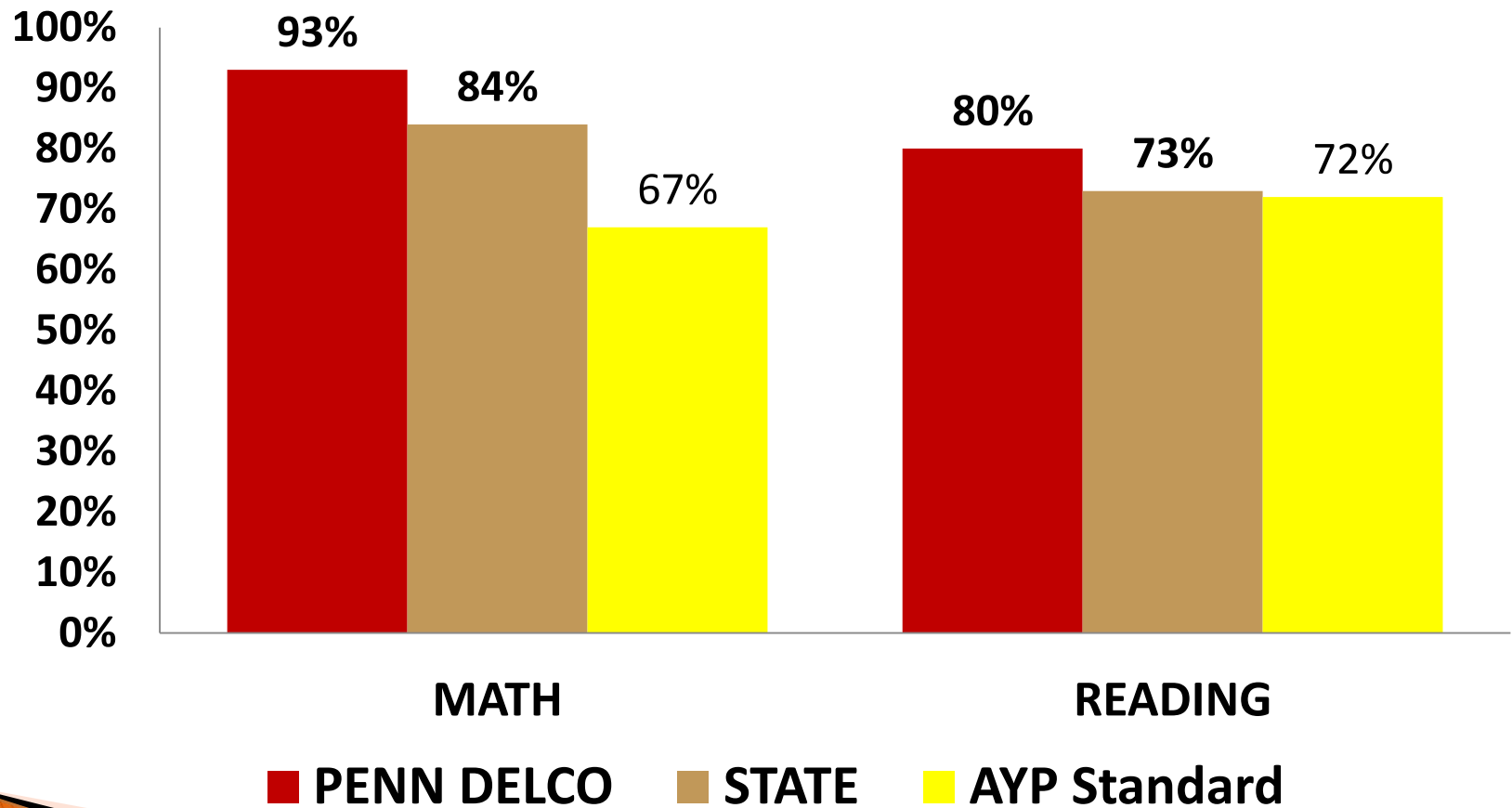
3RD GRADE

Student Achievement:



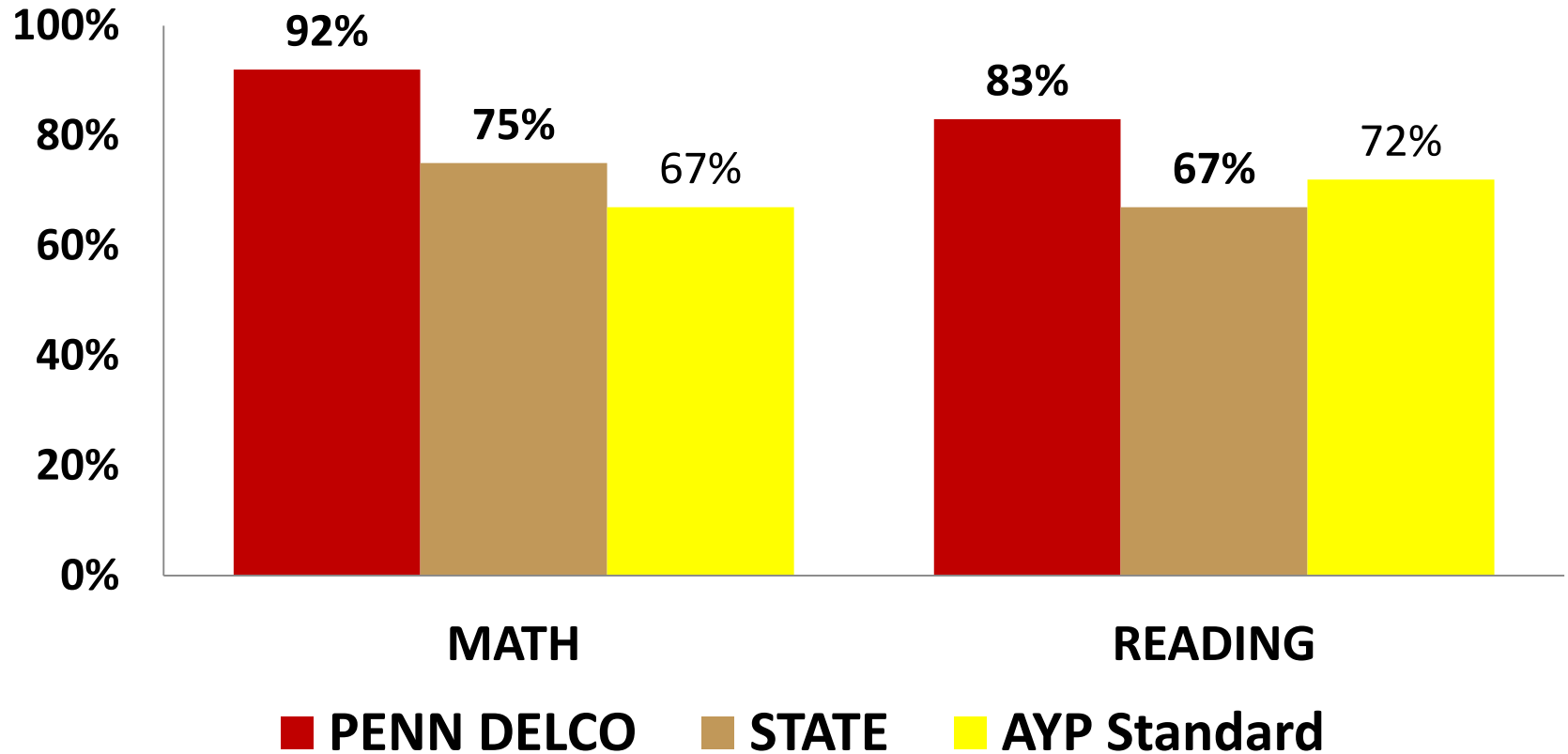
4TH GRADE

Student Achievement:



5TH GRADE

Student Achievement:



Dear Family:

This letter provides you with information about your student's performance on the Spring 2009 Pennsylvania System of School Assessment (PSSA). Test results are reported at one of four performance levels in each subject: Below Basic, Basic, Proficient, or Advanced. Our goal is for all students to reach the Proficient or Advanced performance levels in each subject. Use the information in this report to discuss your student's performance with your student's teachers. A strong partnership between families and teachers is critical for your student's success.

For more information about the PSSA, please visit the Pennsylvania Department of Education website at www.pde.state.pa.us (Click on the Pre K–12 tab, click on the **Assessment** link, and then click on **Resource Materials**), or contact your student's school.

Yours truly,
Gerald L. Zahorchak, D.Ed., Secretary of Education



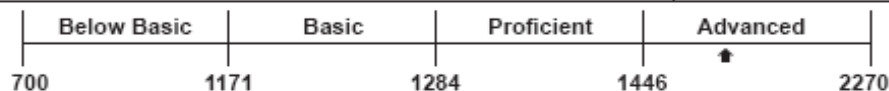
pennsylvania
DEPARTMENT OF EDUCATION

Student Name: Pennsylvania Student
PA Student ID: *****67890
School: Pennsylvania School
District: Pennsylvania Area School District
Test Date: Spring 2009
Grade: 8

MATHEMATICS

How did First Name perform OVERALL?

Performance Level: Advanced PSSA Score: 1543



Your student's score is indicated by the \blacktriangle . If your student were to test again, his or her PSSA score would likely remain in the following range: 1488–1598.

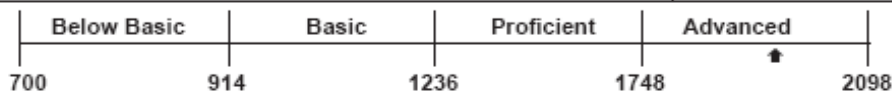
How did First Name perform by REPORTING CATEGORY?

Reporting Categories	Student's Score	Total Points Possible
Numbers and Operations	10	14
Measurement	8	10
Geometry	11	12
Algebraic Concepts	18	20
Data Analysis and Probability	7	10

WRITING

How did First Name perform OVERALL?

Performance Level: Advanced PSSA Score: 1957



Your student's score is indicated by the \blacktriangle . If your student were to test again, his or her PSSA score would likely remain in the following range: 1902–2012.

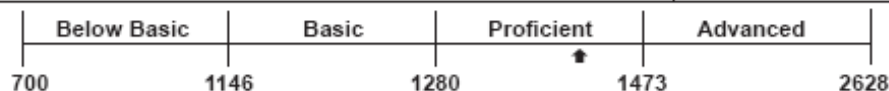
How did First Name perform by REPORTING CATEGORY?

Reporting Categories	Student's Score	Total Points Possible
Composition	80	80
Informational	40	40
Persuasive	40	40
Revising and Editing	15	20
Informational	2	4
Persuasive	2	4
Multiple Choice	11	12

READING

How did First Name perform OVERALL?

Performance Level: Proficient PSSA Score: 1385



Your student's score is indicated by the \blacktriangle . If your student were to test again, his or her PSSA score would likely remain in the following range: 1330–1440.

How did First Name perform by REPORTING CATEGORY?

Reporting Categories	Student's Score	Total Points Possible
Comprehension and Reading Skills	13	26
Interpretation and Analysis of Fictional and Nonfictional Text	19	26

SCIENCE

How did First Name perform OVERALL?

Performance Level: Advanced PSSA Score: 1696



Your student's score is indicated by the \blacktriangle . If your student were to test again, his or her PSSA score would likely remain in the following range: 1641–1751.

How did First Name perform by REPORTING CATEGORY?

Reporting Categories	Student's Score	Total Points Possible
The Nature of Science	31	33
Biological Sciences	10	11
Physical Sciences	9	11
Earth and Space Sciences	10	11

Note that the performance level line graphs are not drawn to scale because some performance levels have more scaled score points than others. Additionally, the graphs do not display the actual percentage of students in each performance level.

PENNSYLVANIA

Student Report

Dear Family,

This report provides you with specific information on your student's strengths and needs in mathematics, reading, science, and writing as measured by the Pennsylvania System of School Assessment (PSSA). Our goal is for all students to reach the Proficient or Advanced performance level in each subject.

Use the information in this report to discuss your student's performance with your student's teachers. A strong partnership between families and teachers is critical for your student's success.

Yours truly,



Gerald L. Zahorchak, D.Ed.,
Secretary of Education

Student Name: Pennsylvania Student

PA Student ID: *****67890

School: Pennsylvania School

District: Pennsylvania Area School District

Test Date: Spring 2009

Grade: 8

Student's PSSA Results by Subject

Subject	Goal Range			
	Below Basic	Basic	Proficient	Advanced
Mathematics				✓
Reading			✓	
Science				✓
Writing				✓

Table of Contents

Page 1	General Overview
Page 2	Math and Reading Detailed Results
Page 3	Science and Writing Detailed Results
Page 4	Helping Your Student Achieve Success

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PSSA Results by Subject

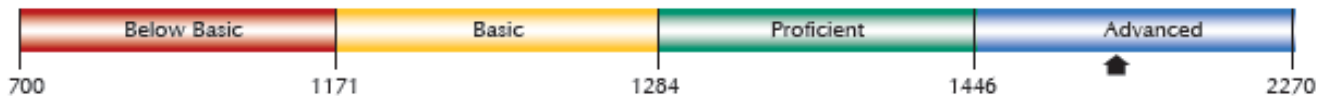
Subject	Goal Range		
	Basic	Proficient	Advanced
Mathematics			✓
Reading		✓	
Science		✓	
Writing			✓



MATHEMATICS

Performance Level: Advanced

PSSA Score: 1543



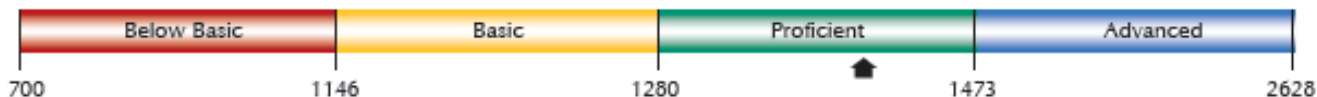
Your student's score is indicated by the ▲ above. If your student were to test again, his or her score would likely remain in the following range: 1488–1598.

Mathematics Reporting Categories	Student's Score	Total Points Possible	Strength Profile*		
			Low	Medium	High
Numbers and Operations	10	14	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Measurement	8	10	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Geometry	11	12	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Algebraic Concepts	18	20	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Data Analysis and Probability	7	10	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

READING

Performance Level: Proficient

PSSA Score: 1385



Your student's score is indicated by the ▲ above. If your student were to test again, his or her score would likely remain in the following range: 1330–1440.

Reading Reporting Categories	Student's Score	Total Points Possible	Strength Profile*		
			Low	Medium	High
Comprehension and Reading Skills	13	26	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Interpretation and Analysis of Fictional and Nonfictional Text	19	26	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Pennsylvania Student Report

Score: 1696



or her score

Profile* High



Score: 1957



or her score

Profile* High



Pennsylvania Department of Education
then click on Resource

cannot display the difficulty of the items and

the graphs do not display the actual

The Pennsylvania System of Sc

MATHEMATICS

Performance Level:



Your student's score would likely remain

Mathematics Repo

- Numbers and Operations
- Measurement
- Geometry
- Algebraic Concepts
- Data Analysis and Probability

READING

Performance Level:



Your student's score would likely remain

Reading Reporting

- Comprehension and Reading Skills
- Interpretation and Analysis of Fictional and Nonfictional Text

What Do the Performance Levels Mean?

- Advanced:** Superior academic achievement in Pennsylvania's Academic Standards.
- Proficient:** Satisfactory academic achievement in Pennsylvania's Academic Standards.
- Basic:** Marginal academic achievement. Indicates a partial understanding of the standards and the student may need additional support to reach the Proficient level.
- Below Basic:** Inadequate academic achievement in Pennsylvania's Academic Standards. Indicates a need for increased student academic support.

PSSA Test Dates

Grade 3, 4, and 5 PSSA Reading and Math Assessment – March 12th – 23rd 2012

Grade 5 PSSA Writing Assessment – April 16th – 20th 2012

Grade 4 PSSA Science Assessment – April 23rd – 27th 2012

Sample Questions

We are going to look at the PSSA framework for math, reading, writing, and science, as well as some sample questions that might help you to visualize what the PSSA looks like in print.

PSSA MATHEMATICS

Reporting Category	Grade 3	Grade 4	Grade 5
Numbers and Operations	40-50%	43-47%	41-45%
Measurement	12-15%	12-15%	12-15%
Geometry	12-15%	12-15%	12-15%
Algebraic Concepts	12-15%	12-15%	13-17%
Data Analysis and Probability	13-16%	12-15%	12-15%
Total Points	72 Points	72 Points	72 Points

Sample Questions

Use the number line below to answer question 1.



1. Which point shows $\frac{4}{6}$?

A P

B Q

C R *

D S

Yolanda builds birdhouses. She uses 24 nails for each birdhouse. Which shows how to find the number of nails she uses to build 12 birdhouses?

A $12 + 24$

B $12 - 24$

C $24 - 12$

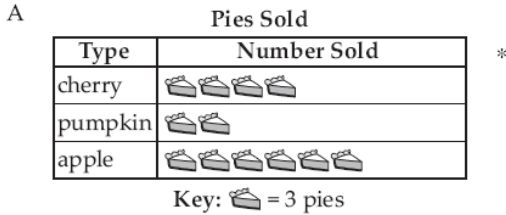
D 24×12 *

Sample Questions

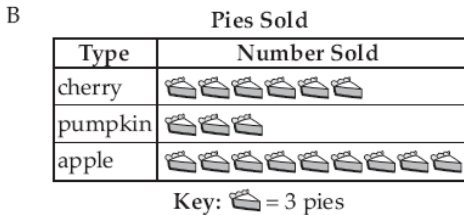
Last week a pie shop sold:

- 12 cherry pies
- 6 pumpkin pies
- 18 apple pies

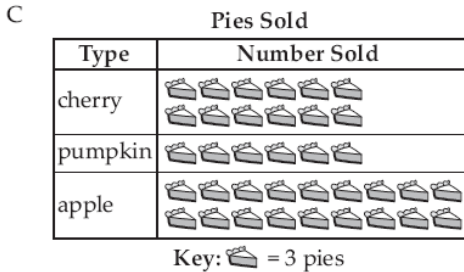
Which pictograph correctly shows how many pies were sold?



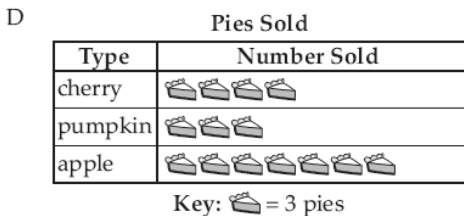
*



counted each unit as representing 2 pies, not 3 pies



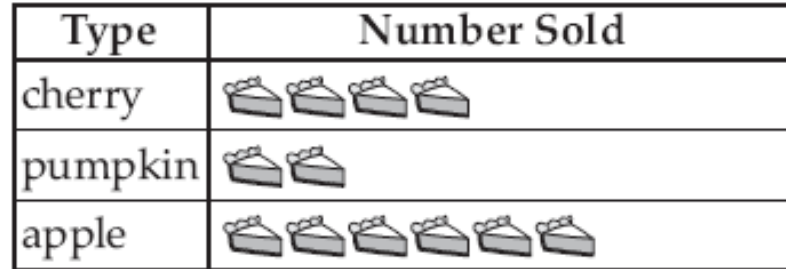
ignored key; counts each unit as 1 pie



cherry is correct, but pumpkin and apple each have 1 extra unit

A

Pies Sold



*

Key:  = 3 pies

A	B	C	D
92%	1%	6%	1%

4th grade example

Sample Questions

OPEN-ENDED ITEM

A.1

17. Andre has a sticker collection. He measured a sticker on the number line below.

A. What fraction represents the length of the sticker?



Some of Andre's stickers are shown below.



B. Put an X on $\frac{2}{3}$ of the number line below.

17. *Continued.* Please refer to the previous page for task explanation.

Andre wants to put 63 of his stickers in a book.

- He wants stickers on more than 1 page.
- He wants more than 1 sticker on each page.
- He wants the same number of stickers on each page.

Put the answers in the book. Put the answers

ers on each page

ers on each page

Scoring Guide:

Score	In response to this item, the student—
4	demonstrates a <i>thorough</i> understanding of identifying fractions on a number line, creating a drawing that represents a fraction and identifying factors of a given number by correctly solving problems and clearly explaining procedures.
3	demonstrates a <i>general</i> understanding of identifying fractions on a number line, creating a drawing that represents a fraction and identifying factors of a given number by clearly explaining procedures with only minor errors or omissions.
2	demonstrates a <i>partial</i> understanding of identifying fractions on a number line, creating a drawing that represents a fraction and identifying factors of a given number by correctly performing a significant portion of the required task.
1	demonstrates <i>minimal</i> understanding of identifying fractions on a number line, creating a drawing that represents a fraction and identifying factors of a given number.
0	The response has no correct answer and <i>insufficient</i> evidence to demonstrate any understanding of the mathematical concepts and procedures as required by the task. Response may show only information copied from the question.
Non-scorable	BLK – Blank, entirely erased, or written refusal to respond OT – Off task IL – Illegible LOE – Response in a language other than English

Score Point 2	Score Point 1	Score Point 0
21%	14%	6%

4th grade
example

PSSA READING

Grade	Comprehension and Reading Skills	Interpretation and Analysis
3	60-80 %	20-40 %
4	60-80 %	20-40 %
5	60-80 %	20-40 %

Sample Questions

Wild Ponies

by John Micklos, Jr.

READING

Cheers rise as the ponies splash into the water. It's a July morning on Assateague (A suh teeg), an island located off the coasts of Virginia and Maryland. Every year at this time, local cowhands round up the wild ponies that live on the southern end of the island. At low tide, they herd the ponies across a narrow waterway called a channel to another island named Chincoteague (SHIN koh teeg). Thousands of people come to watch.

The ponies swim across the channel in about five minutes. The crowd cheers again as the animals reach the shore. Back on dry land, the ponies shake the water from their manes. Then they start to graze calmly. Some wander right up to the fence that separates them from the onlookers.

Soon cowhands herd the ponies through town to the auction grounds. The next day most of the young ponies, called foals, will be auctioned, or sold to the highest bidder. The pony auction does three things:

- It raises money for the Chincoteague Fire Department.
- It allows some people to take home a foal.

- And most importantly, support the southern balance of life.

History and Mystery

Assateague is a long, stretches between southern Virginia. On one side is the Atlantic Ocean. On the other side is the mainland.

The ponies have been on the island for hundreds of years. This means that some of the animals were tame.

No one knows exactly how the ponies got to the island. Some people think the first ponies were brought to the island in a storm. They washed up near the island in a storm swam ashore.

Most experts, though, think the ponies were brought to the island by settlers of mainland Maryland. Later they turned the animals into feral ponies on Assateague Island.

Harsh Habitat

Today's ponies lead a hard life. In the summer they face hot weather and biting insects. In the winter they must grow thick coats to protect themselves from bitter winds.

Spring and fall are the best seasons. The weather on the island is mild, and there is plenty of grass for the ponies to eat. The ponies also eat leaves and twigs. They even munch on poison ivy, which doesn't seem to bother them.

These island grazers may be the size of ponies (less than 58 inches tall), but they are actually horses. Experts think that the harsh habitat, or place where they live, accounts for their small size. In fact, when some of the auctioned foals leave Assateague and receive better food and shelter, they grow to horse size. But people have been calling them ponies for years, and the name has stuck.

Pony Bands

The ponies live together in small groups called bands. Some bands may have as few as two ponies. Others may have a dozen. In most bands there are usually several mares, or adult females, some foals, and one adult male.

The adult male pony is called a stallion. It is his job to protect the band. Sometimes stallions try to steal ponies from other bands. This can lead to fights between stallions. They bite and kick with their heavy hooves until one stallion backs away.

In the spring mares give birth. Within minutes, their foals begin to walk on wobbly legs. Soon they are running and playing. At first they drink their mother's milk to help them grow. Then they begin to eat grass as the older ponies do.

Managing the Herds

There are two main groups, or herds, of wild ponies on Assateague Island. Each herd has 100 to 150 ponies and includes many pony bands. One herd lives on the Maryland side of the island. The other lives on the Virginia side. A fence at the state line keeps the herds apart.

National Park Service rangers manage the herd on the Maryland side of the island. The Chincoteague Fire Department manages the herd on the Virginia side of the island.

Return to the Wild

At the auction, some people bid on ponies to take home. Others just come to watch. The day after the auction, Chincoteague cowhands herd the ponies back to the water's edge. Crowds cheer again as the ponies swim home to Assateague Island. There they will be free to roam again for another year.

Sample Questions

MULTIPLE-CHOICE ITEMS

Note: All percentages listed in the tables below the items have been rounded.

A.2.3.1

1. What happens to the ponies when **not** at the auction?
 - A They are fed by local firefighters.
 - B They are studied by people who visit the island.
 - C They move around the island freely. *
 - D They help local farmers do farm work.

The student is asked to infer what happens to the ponies when they are not at the auction. The passage states the ponies are "free to roam again," and "live together in small groups." Option C is the correct answer. Options A, B, and D are not supported by information in the passage.

A	B	C	D
10%	12%	74%	5%

A.2.2.2

2. Read the sentence from the passage.

"Resources such as food will only support about 150 ponies on the southern end of Assateague Island."

What does the word resources most likely mean?

- A ideas
- B problems
- C supplies *
- D decisions

The student is asked to determine the meaning of the word "resources." Using context clues from the given sentence such as "food" and "support," option C is the correct answer. Options A, B, and D are not definitions of the given word.

A	B	C	D
7%	8%	81%	5%

Sample Questions

OPEN-ENDED ITEM

A.2.3.1

10. Use at least three examples from the passage to explain how the pony auction is important to Chincoteague and Assateague Islands.

Scoring Guide:

Score	In response to this item the student—
3	demonstrates <i>complete</i> knowledge of making inferences and drawing conclusions by explaining the importance of the pony auction to Chincoteague and Assateague Islands, using three examples from the passage.
2	demonstrates <i>partial</i> knowledge of making inferences and drawing conclusions by explaining the importance of the pony auction to Chincoteague and Assateague Islands. (Example: Student explains the importance of the pony auction to Chincoteague and Assateague Islands, using two examples from the passage.)
1	demonstrates <i>incomplete</i> knowledge of making inferences and drawing conclusions by explaining the importance of the pony auction to Chincoteague and Assateague Islands. (Example: Student explains the importance of the pony auction to Chincoteague and Assateague Islands, using one example from the passage.)
0	has given a response that provides <i>insufficient</i> material for scoring or is inaccurate in all respects.
Non-scorable	BLK (blank)... No response or written refusal to respond or too brief to determine response OT Off task/topic LOE..... Response in a language other than English IL..... Illegible

Score Point 3	Score Point 2	Score Point 1	Score Point 0
28%	28%	22%	22%

4th grade
example

PSSA WRITING

Multiple Choice	Writing Prompts		Totals
	Conventions	Mode	
12	8	80	100
12 items each worth 1 point each (12 X 1) = 12	2 items each worth a maximum of 4 points each (2 X 4 = 8)	2 items each worth a maximum of 4 points each (The raw score is multiplied by 10) (2 X 4) X 10 = 80	12 +8+80=100

PSSA SCIENCE

Reporting Category	Grade 4	Grade 8	Grade 11
The Nature of Science	34 50%	34 50%	37 50%
Biological Sciences	12 17.6%	12 17.6%	13 17.6%
Physical Sciences	11 16.2%	11 16.2%	12 16.2%
Earth and Space Sciences	11 16.2%	11 16.2%	12 16.2%
Total Points	68 points	68 points	74 points

Other Resources

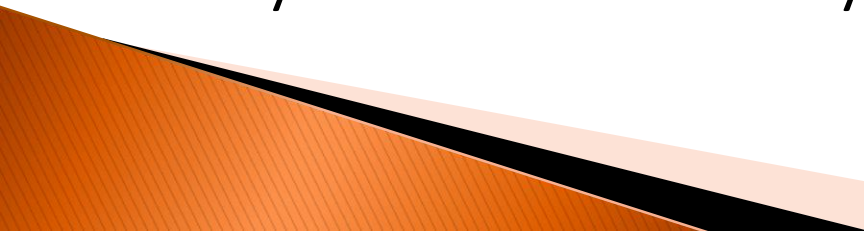
Web Sites

<http://www.pdsd.org>

<http://www.pde.state.pa.us>

<http://www.ed.gov>

How can parents help?

- ✓ Utilize school and outside resources to help your child practice throughout the year (PSSA homework, etc.)
 - ✓ Talk about the importance of the PSSA with your child.
 - ✓ Be sure that your child is well rested and attends school on all testing days.
 - ✓ Be sure that your child gets a solid breakfast each morning before the PSSA.
 - ✓ Encourage and motivate your child to take the test seriously.
 - ✓ Let your child know that you are interested in the results.
- 

Questions?

