

The Assessment Anchors


a tool to prepare students for the PSSA

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What are Assessment Anchors?

Assessment Anchors are designed to anchor both the...

1. State assessment system (PSSA)
and
2. The local curriculum, instruction and assessment practices



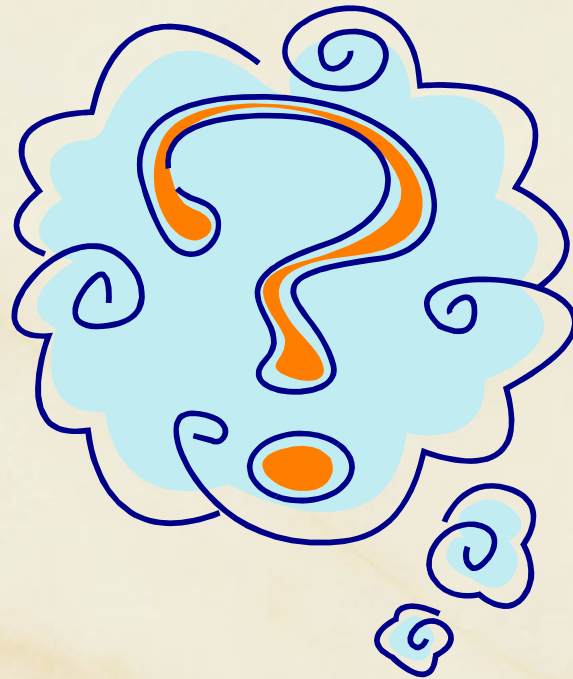
What are Assessment Anchors?

A tool to:

- Design the PSSA test for 2005 and beyond
- Connect PSSA to classroom practice so teachers can better prepare students
- Clarify the PA Standards in Reading and Mathematics

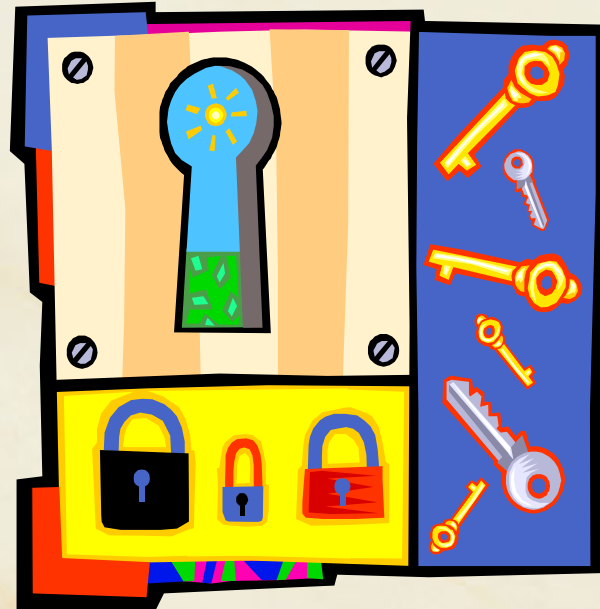
Why Do We Need Assessment Anchors?

- Clarity
- Focus
- Alignment
- Grade appropriate skills
- Curricular flow
- Rigor
- Manageability

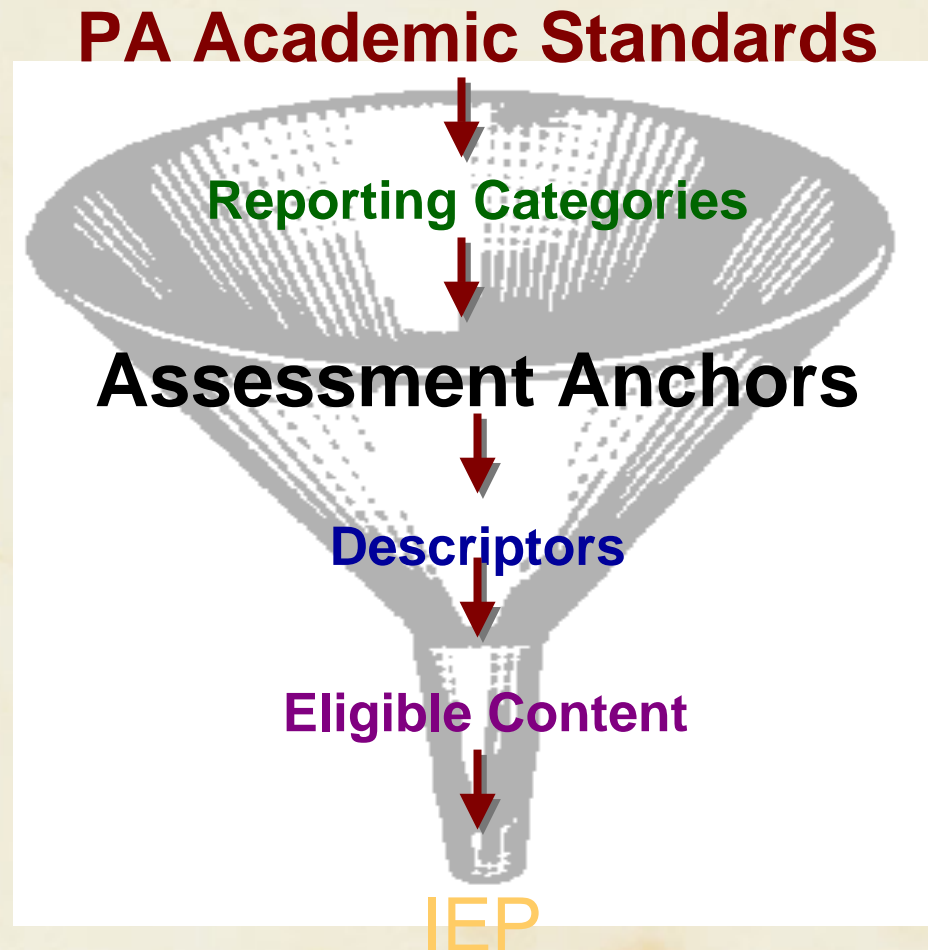


The KEYS to Assessment Anchors

- Reporting Category
- Assessment Anchor
- Reference to PA Standard
- Eligible Content
- Sample Item



A Graphic Organizer



Standard



Anchor

Standard: 1.3. Reading, Analyzing and Interpreting Literature

1.3.5. GRADE 5

- A. Read and understand works of literature.
- B. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view

R5.B Interpretation and Analysis of Literature

ASSESSMENT ANCHOR

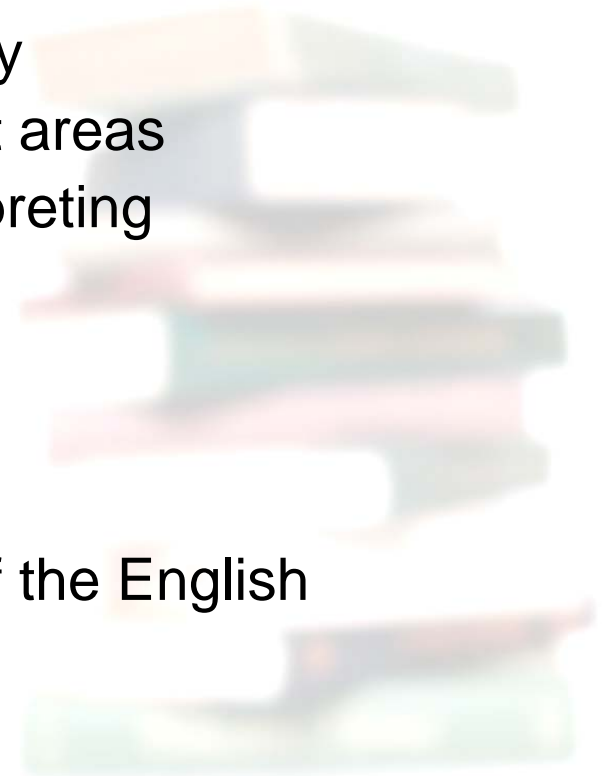
R5.B.1 Describe and interpret literary elements within and among texts.

R5.B.1.1 Compare characters, settings and plots
Reference:
1.3.5.B

R5.B.1.1.1 Items may ask the students to compare or explain relationships among the following:
Characters: main, supporting, actions, motives and emotions/feelings;
Settings: where or when the story takes place, a detail that describes the setting, or information from the text that suggests a setting;
Plots: conflict, rising action, climax and resolution.
Note: Items may ask students to utilize story maps or Venn diagrams to show sequence, cause & effect, and/or comparison/contrast.

RWSL Academic Standards

- 1.1 Learning to read independently
- 1.2 Reading critically in all content areas
- 1.3 Reading, analyzing, and interpreting literature
- 1.4 Types of writing
- 1.5 Quality of writing
- 1.6 Speaking and listening
- 1.7 Characteristics and function of the English language
- 1.8 Research

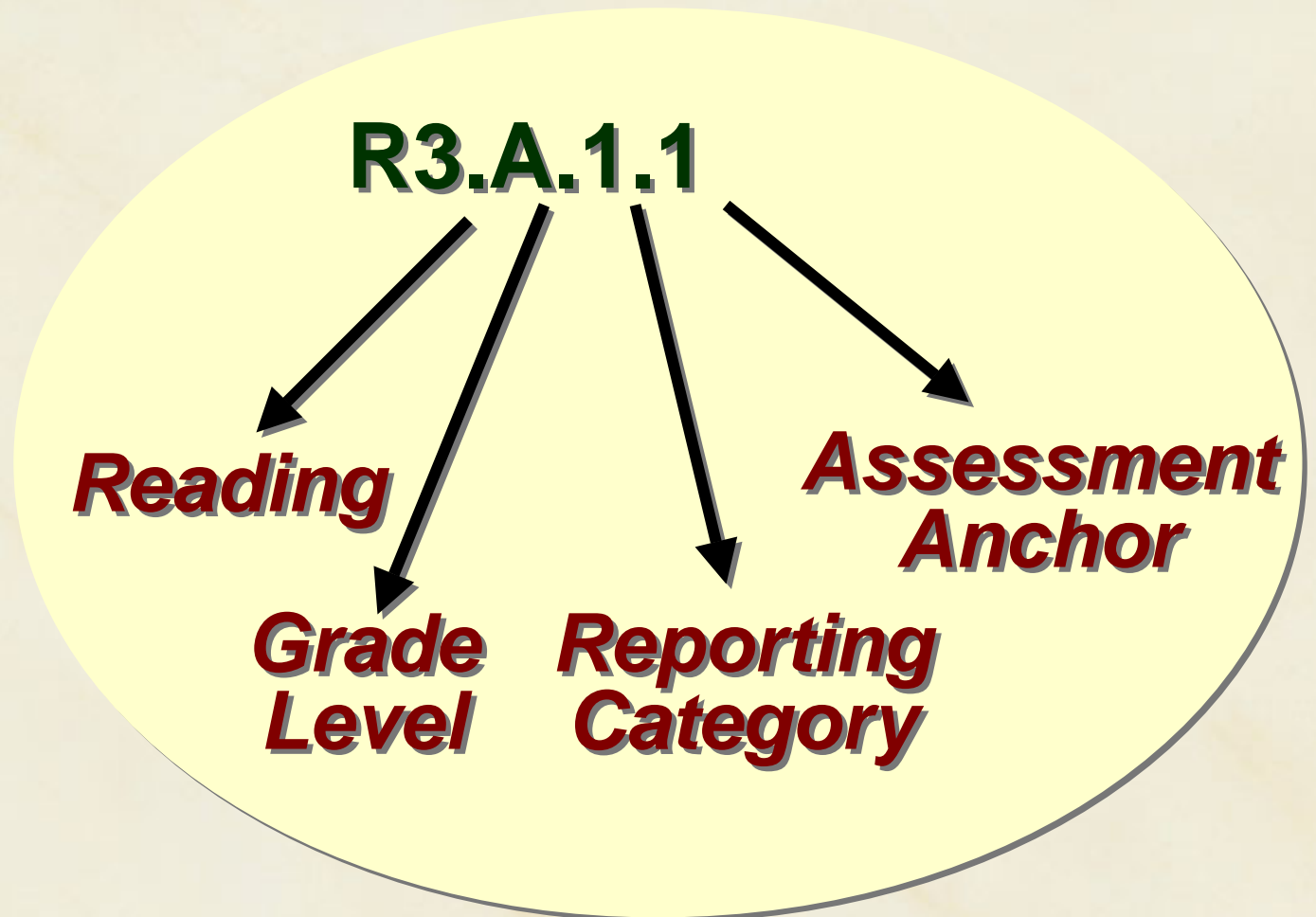


Reporting Categories - Reading

Reporting Category*	Standard(s)
A. Comprehension and Reading Skills	1.1 Learning to read independently 1.2 Reading critically in all content areas
B. Interpretation and Analysis of Literature	1.3 Reading, analyzing, and interpreting literature

***PSSA scores will be reported at this level only.
Scores will not be further broken down.**

How to Read Assessment Anchor Coding



ASSESSMENT ANCHOR

R5.A.2 Demonstrate the ability to understand and interpret nonfiction texts including informational, e.g., textbooks and print media (magazines, brochures, etc.); autobiography; biography appropriate to grade level.

R5.A.2.4 Identify the main idea, relevant details and generalizations.

Reference: 1.2.5.A

ELIGIBLE CONTENT

R5.A.2.4.1 Items may ask students to identify and/or interpret main ideas and relevant supporting details from the text(s).

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in the text(s).

R5.A.2.4.2 Items may ask students to identify a generalization from the text(s).

EXAMPLE ITEMS

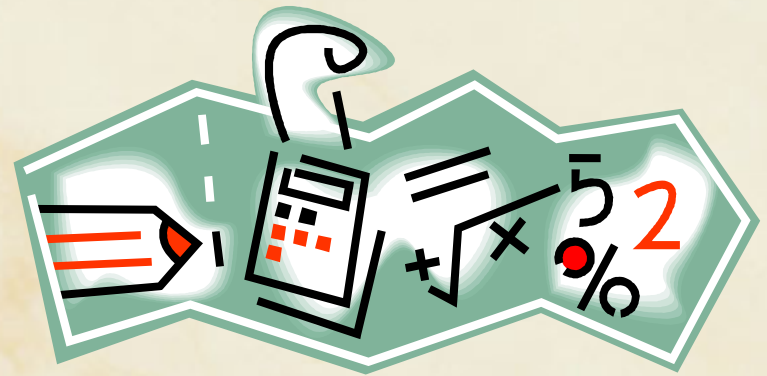
Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. The examples here do not include the passage(s) to which they refer, therefore no answer key is provided; rather, the examples are meant to briefly model the style of questions that students might encounter.

Unless otherwise noted, every item on the test will be followed by four multiple-choice responses.

1. What is the main idea of the passage?
2. According to the passage, compressed plastic is now used for making pallets because ...
3. According to the passage, which type of storm has the strongest winds?
4. Why did (main character) want to learn to ride a bike?
5. Which word **best** describes the habitat of the polar bears?

Math Academic Standards

- 2.1 Numbers, number systems, and number relationships**
- 2.2 Computation and estimation**
- 2.3 Measurement and estimation**
- 2.4 Mathematical reasoning and connections**
- 2.5 Mathematical problem solving and communication**
- 2.6 Statistics and data analysis**
- 2.7 Probability and predictions**
- 2.8 Algebra and functions**
- 2.9 Geometry**
- 2.10 Trigonometry**
- 2.11 Concepts of calculus**

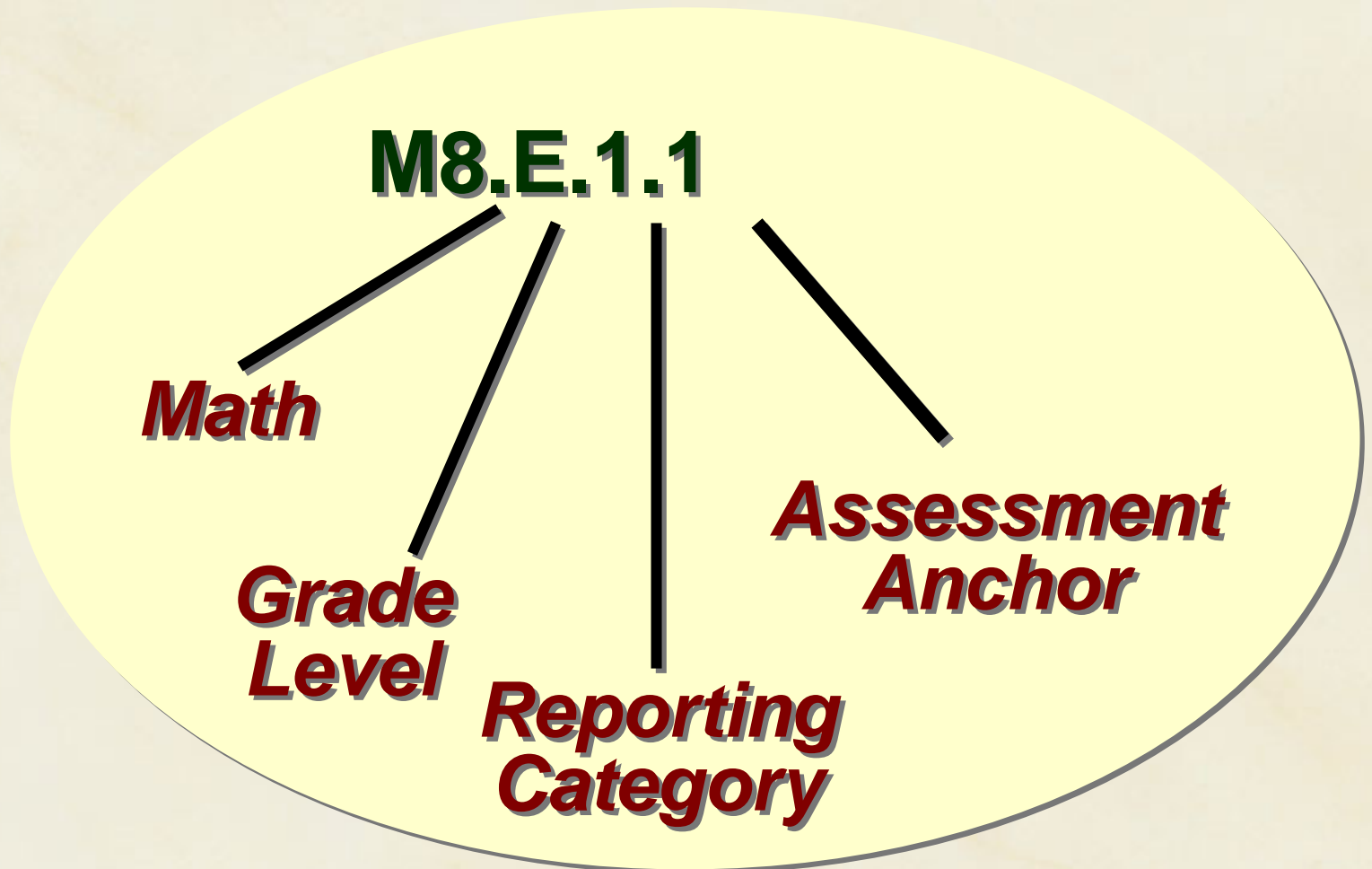


Reporting Categories - Math

Reporting Category*	Standard(s)
A. Numbers and Operations	2.1 Numbers, number systems, and number relationships 2.2 Computation and estimation
B. Measurement	2.3 Measurement and estimation
C. Geometry	2.9 Geometry 2.10 Trigonometry
D. Algebraic Concepts	2.8 Algebra and functions
E. Data Analysis and Probability	2.6 Statistics and data analysis 2.7 Probability and predictions

* Mathematical reasoning and connections, Mathematical problem solving and communication, and Calculus are not specifically identified, but could be embedded across all reporting categories.

How to Read Assessment Anchor Coding



Standard



Anchor

M8.A Numbers and Operations

Assessment Anchor

M8.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.

Standard: 2.1. Numbers, Number Systems and Number Relationships

2.1.8. GRADE 8

- A. Represent and use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, exponents, scientific notation, square roots).
- B. Simplify numerical expressions involving exponents, scientific notation and using order of operations.

ELIGIBLE CONTENT

M8.A.1.1 Represent numbers in equivalent forms.
Reference:
2.1.8.A, 2.1.8.B

M8.A.1.1.1 Convert fractions, decimals and/or percents to equivalent forms (i.e., $1/3 = 33\frac{1}{3}\%$ = .333).

M8.A.1.1.2 Use scientific notation or exponential forms to express numbers.

M8.A.1.1.3 Find the square or cube of a whole number and/or the square root of a perfect square (without a calculator).

ASSESSMENT ANCHOR

M8.D.2 Represent and/or analyze mathematical situations and structures using numbers, symbols, words, tables and/or graphs.

ELIGIBLE CONTENT

M8.D.2.2 Create and/or interpret expressions, equations or inequalities that model problem situations.

Reference: 2.8.8.C

M8.D.2.2.1 Match a written situation to its numeric and/or algebraic expression, equation or inequality (up to two variables in equations or expressions – one variable with inequalities).

M8.D.2.2.2 Write and solve an equation for a given problem situation (one variable only).

EXAMPLE ITEMS

- Mark spent \$6.00 for two cheeseburgers and a large order of french fries. If a cheeseburger costs twice as much as an order of fries, what is the price of the french fries?
 - A. \$2.40
 - B. \$2.00
 - C. \$1.50
 - ★ D. \$1.20

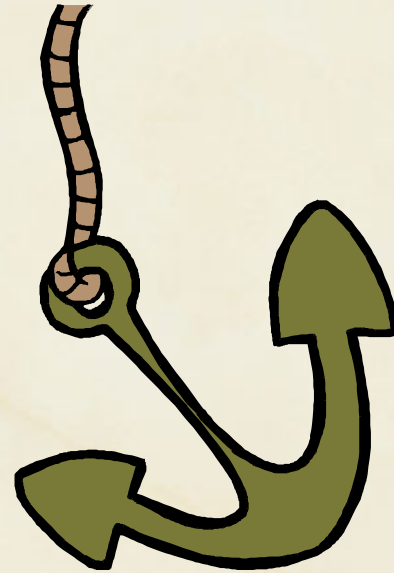
(Pennsylvania Department of Education)

- A wooden box with 8 video cassettes inside weighs 4.2 kilograms. The box weighs 0.6 kg when empty. Using w to represent the weight of one video cassette, which of the following describes this situation?
 - A. $8w = 4.2$
 - ★ B. $8w + 0.6 = 4.2$
 - C. $8w - 0.6 = 4.2$
 - D. $8(w + 0.6) = 4.2$

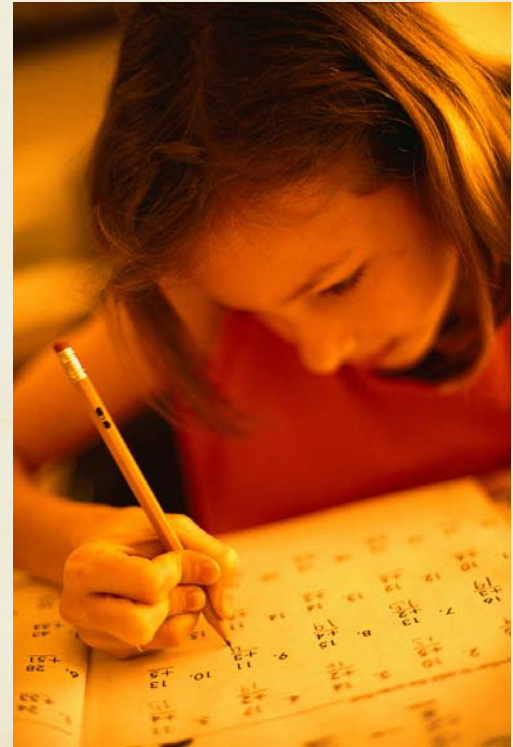
(New Jersey Department of Education)


Activity

**ANCHORS IN
PRACTICE**



“Students can do no better than the assignments they are given.”





Steps to Alignment

1. Read the directions and complete the assignment.
2. Analyze the demands of the assignment.
What does it require the student to know and be able to do?
3. Link the assignment to the appropriate Assessment Anchor.

Math Anchors in Practice Activity

Computation

$$\begin{array}{r} 105 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} \$ 6.27 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} \$4.72 \\ \times 41 \\ \hline \end{array}$$

$$\begin{array}{r} 291 \\ \times 53 \\ \hline \end{array}$$



Math Activity

You have decided that you want to re-do the floor in your den within the next 2 weeks. The room measures 8 feet by 12 feet. The room needs to be covered with new tiles. The tiles are right triangles. The legs of the right triangles are 12" long. Each tile costs \$.79.

How much does it cost to buy tiles to cover the floor?

Reading Activity

- **8th grade reading activity “Hurricanes”**



Practice Activities provided on the PDE website Assessment
Anchors Item Bank

www.pde.state.pa.us

ACTIVITY

ADOPT-AN-ANCHOR





ADOPT-AN-ANCHOR

- Deepens the instructional experiences in Reading and Math across content areas.
- Helps staff share responsibility for teaching essential skills in Reading and Math.



Reading Assessment Anchor

R5.A Comprehension and Reading Skills

R5.A.2 Demonstrate the ability to understand and interpret non-fiction texts including informational e.g. textbooks and print media (magazines, brochures, etc.); autobiography; biography...

R5.A.2.5 Retell or summarize the major ideas or procedures of the text



Social Studies

● *Task:*

Summarize an article on the effects of Western Expansion on the Native American way of life.



Environment and Ecology

○ *Task:*

Summarize the causes of environmental pollution in urban areas. You must read at least three articles and synthesize your findings in one summary.

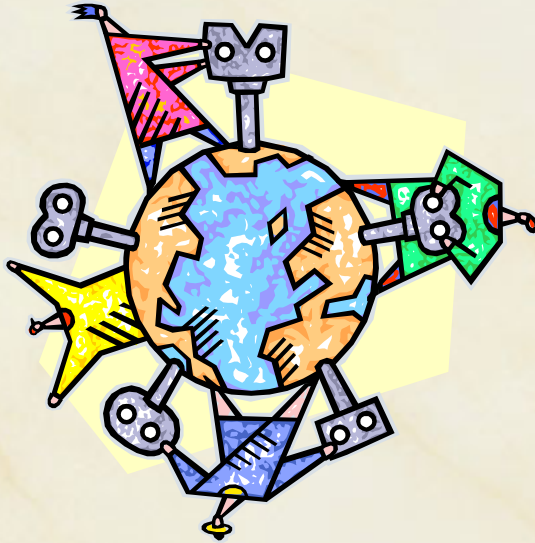
Health Education

- *Task:*

Summarize the main points from an article on the impact of HIV on society.

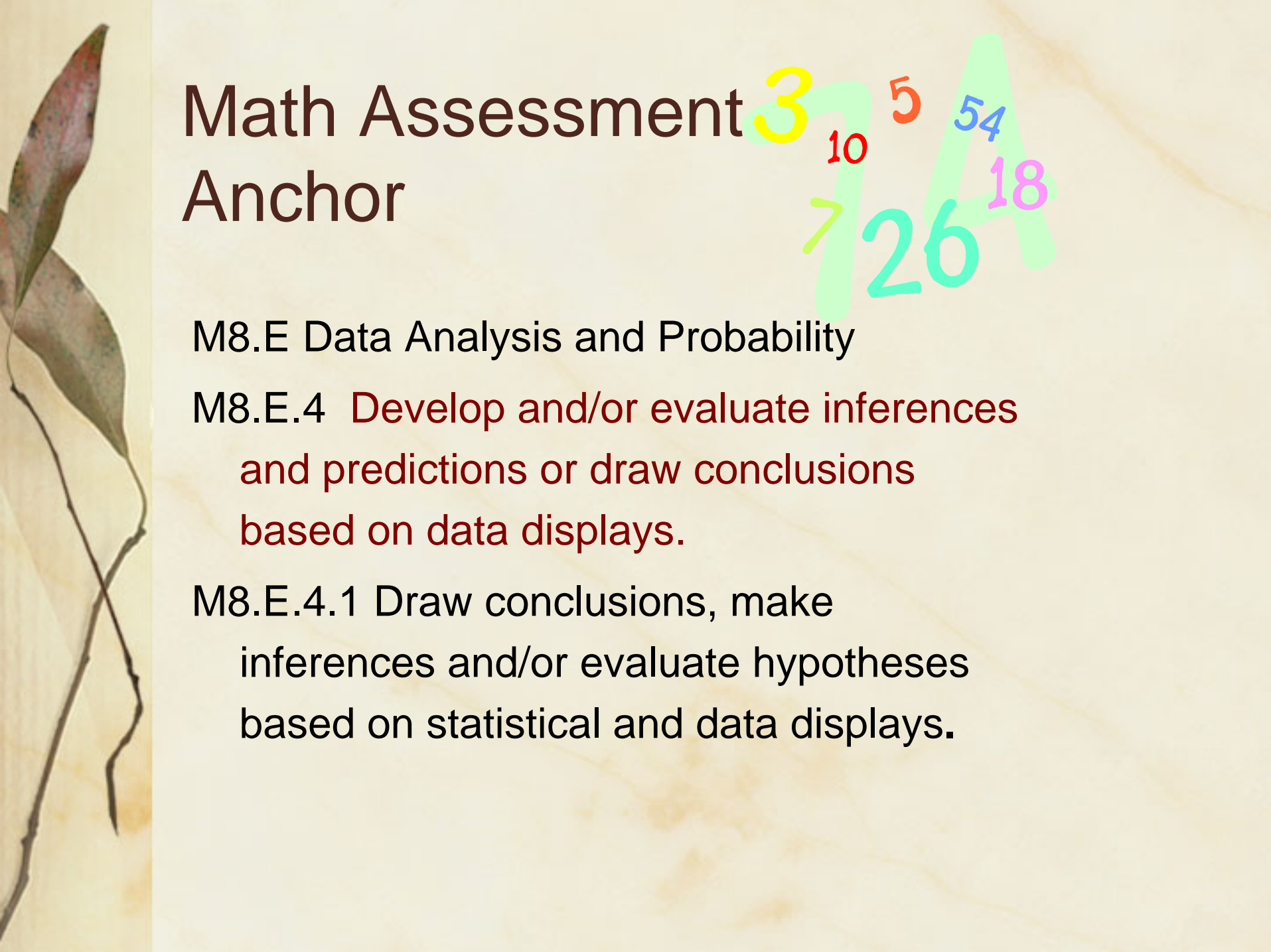


World Languages



Task:

Retell or summarize the major ideas of an on-line newspaper article about the recent Mars landing of the “Spirit” explorer using a world language (Spanish, French, German or Japanese) .



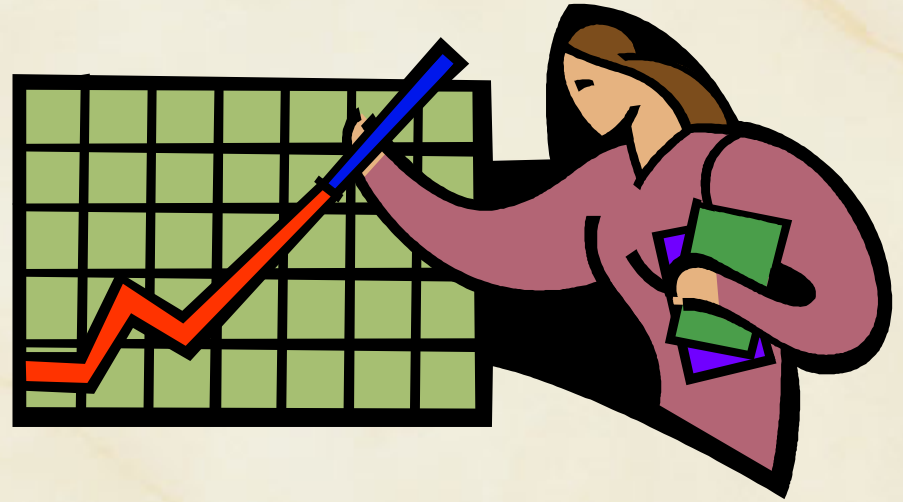
Math Assessment Anchor

M8.E Data Analysis and Probability

M8.E.4 **Develop and/or evaluate inferences and predictions or draw conclusions based on data displays.**

M8.E.4.1 Draw conclusions, make inferences and/or evaluate hypotheses based on statistical and data displays.

Science



● *Task:*

Based on the following graph from 2000-2004, what is your prediction that any city, USA, can expect a flu epidemic in the coming year? Why do you say this? What might be some influencing factors?

The 2005 PSSA – Tools & Tips

Testing Calendar

Feb. 14 – 23	5th, 8th & 11th Writing	5th & 8th – PSSA Field Test (required for all students) 11th – PSSA Operational Test (w/ embedded field test prompt)
Apr. 4 – 15	3rd, 5th, 8th & 11th Math/Rdg.	PSSA Operational Test
Apr. 4 – 15	4th, 6 th & 7th Math/Rdg.	PSSA FieldTest (required for all students)
Mar. 14 – Apr. 22	3 rd -8th, & 11th PASA	PASA Operational Test



Reading Assessment Highlights

- There are 2 reporting categories rather than 5
- The assessment will not assess word origins and research
- In order to make the expectations of the open-ended items clearer to students, more explicit directions will be provided.
- Item-specific scoring guidelines (rubrics) with a 0-3 point scale will be used
- Item and Scoring Samplers are available on the PDE website



Math Assessment Highlights

- There are 5 reporting categories rather than 11
- Open-ended items are now shorter in length (10-15 min.) and are scaffolded providing more than one entry point
- The assessment will explicitly tell students if they need to 'explain why'
- Items will be scored using an item-specific scoring guide (rubric) on a 0-4 point scale.
- The non-calculator items will NOT be reported out separately
- Item and Scoring Samplers are available on the PDE website

Resources

Thompson, Max. (2002) *Catching Kids Up*. Learning Concepts Inc. Boone, NC

Madison-Oneida BOCES and Learning Concepts. (2004) *Leadership, The Path to High Achievement*. www.learningconcepts.org.

Milrod, Robert J. (2002) *PSSA: Building a Framework for Success*. Upper Moreland, PA.

Pennsylvania Department of Education (2005). www.pde.state.pa.us

Content included in this presentation prepared in part with the resources provided by Jill Craig, Educational Consultant, IU # 15