Getting Ready for the Pennsylvania State Assessments 2023-2024
• Contact Information
• Pennsylvania Alternate System of Assessment (PASA)
• Pennsylvania System of School Assessment (PSSA)
• Keystone Exams
• Accommodations
• English Learner Assessments
Contact Information

- Brian Truesdale, Chief, Division of Assessment and Accountability, btruesdale@pa.gov
- Dr. Megan Clementi, PSSA Mathematics, Keystone Algebra I, General Testing Questions, mclementi@pa.gov
- Dr. Beth Gannon, PSSA ELA, Keystone Literature, Accommodations, egannonrit@pa.gov
- Craig Weller, PSSA Science, Keystone Biology, crweller@pa.gov
- Lynda Lupp, Special Education Assessment Lead, llupp@pattan.net
- Lisa Hampe, Special Education Advisor, lihampe@pa.gov
- Drew Schuckman, NAEP, dschuckman@pa.gov
- Jay Gift, Testing Irregularities and General Testing Questions, rgift@pa.gov
- General PSSA and Keystone Exam Testing Questions, ra-ed-pssa-keystone@pa.gov
- Test Security/Irregularities, RA-edirregularities@pa.gov
PA Alternate System of Assessment
Dynamic Learning Maps

PASA DLM
Who Participates in the PASA DLM?

- Only students with the most significant cognitive disabilities who meet all six of the state’s eligibility criteria.
- Participation determination is made by the student’s IEP team.
- ESSA regulations continue to stipulate no more than 1% of the total tested population should participate in the state alternate assessment.

- PASA Eligibility Criteria
PA 1% Compliance

- PDE received a letter from USDE in October 2023 placing the state in ‘high risk’ status for continuing not to meet the 1% compliance federal regulation. A required improvement plan has been submitted.

- PA has not been able to secure a state 1% waiver with USDE because the state also does not meet the federal requirement to assess at least 95% of all students and SWD.

- LEAs who continue to exceed the 1% threshold can expect additional measures of oversight and monitoring by the BSE as required by the submitted improvement plan since PA is expected to not exceed 1% of students taking an alternate statewide assessment.

- ESSA 1.0 Percent Threshold Justification Requirements (pa.gov)
## PASA DLM 2023-24 Important Dates

<table>
<thead>
<tr>
<th>PASA Activity</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Test Administrator Training and Lessons Learned (PASA ACs and Assessors)</td>
<td>August 4, 2023 - December 15, 2023</td>
</tr>
<tr>
<td>Required Data Management Training for PASA ACs</td>
<td>August 28, 2023 – December 15, 2023</td>
</tr>
<tr>
<td>PASA PIMS Student Enrollment</td>
<td>October 16, 2023 – November 17, 2023</td>
</tr>
<tr>
<td>Test Administration Window</td>
<td>March 11, 2024 - May 3, 2024</td>
</tr>
<tr>
<td>Electronic School Reports Available in Kite Educator Portal</td>
<td>Beginning June 14, 2024</td>
</tr>
<tr>
<td>Printed Score Reports Mailed</td>
<td>Beginning July 26, 2024</td>
</tr>
</tbody>
</table>

Parent Notification Letter for Year-End Model States (docx)
Parent Notification Letter (en Español) for Year-End Model States (docx)

2023-24 PASA DLM Instruction and Assessment Calendar (dynamiclearningmaps.org)
PASA DLM Blueprints and Scoring

PASA DLM Blueprints

- Blueprint for English Language Arts
- Blueprint for Mathematics
- Blueprint for Science

Score Report Information

- Sample score reports for ELA, Math, and Science
- Parent Interpretive Guide (English)
- Parent Interpretive Guide (en Espanol)
- Parent Cover Letter
- Talking with Parents About Score Reports
- Video About Score Reports
PASA DLM

Important Websites

• **PaTTAN PASA DLM Instruction and Assessment Resource Hub**
  • Provides all PA Alternate Assessment Team emails to PASA Assessment Coordinators, PA instruction and assessment calendar, and other resources

• **Pennsylvania DLM homepage**
  • Provides access to all PASA DLM specific information including link to manuals, calendar, score reports, instructional resources, and annual Required Test Administrator Training

• **BSE Assessment**
  • Provides PASA information including 1% threshold requirement information
PASA Getting Ready is a required training for the Special Education Administrator serving as the PASA AC

- [2023-24 PASA Getting Ready: What Special Education Administrators Need to Know About PASA DLM Participation and 1% Compliance Requirements Webinar](https://www.youtube.com/watch?v=dQw4w9WgXcQ) (Opens In A New Window)

- [2023-24 PASA Getting Ready: What Special Education Administrators Need to Know About PASA DLM Participation and 1% Compliance Requirements](https://www.pdesa.com) (PDF)
# PASA DLM Contacts

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>NAME</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASA DLM General Questions and Accountability</td>
<td>Lisa Hampe, Lisa Hauswirth, Lynda Lupp</td>
<td><a href="mailto:lihampe@pa.gov">lihampe@pa.gov</a>, <a href="mailto:lhauswirth@pa.gov">lhauswirth@pa.gov</a>, <a href="mailto:llupp@pattankop.net">llupp@pattankop.net</a></td>
</tr>
<tr>
<td>PASA Enrollment and Data Management</td>
<td>PA Help Desk</td>
<td><a href="mailto:alternateassessment@pattankop.net">alternateassessment@pattankop.net</a></td>
</tr>
<tr>
<td>ESSA: 1% Threshold Justification</td>
<td>Lisa Hampe, Lisa Hauswirth</td>
<td><a href="mailto:lihampe@pa.gov">lihampe@pa.gov</a>, <a href="mailto:lhauswirth@pa.gov">lhauswirth@pa.gov</a></td>
</tr>
<tr>
<td>PASA Eligibility, Test Irregularities, Test Security Violations</td>
<td>Lisa Hampe, Lisa Hauswirth, Lynda Lupp</td>
<td><a href="mailto:lihampe@pa.gov">lihampe@pa.gov</a>, <a href="mailto:lhauswirth@pa.gov">lhauswirth@pa.gov</a>, <a href="mailto:llupp@pattankop.net">llupp@pattankop.net</a></td>
</tr>
<tr>
<td>DLM Trainings, Resources, General PASA DLM Questions</td>
<td>Meredith Penner (East), Kim Jenkins (East), Tara Russo (Central), Kelley DesLauriers (West)</td>
<td><a href="mailto:mpenner@pattankop.net">mpenner@pattankop.net</a>, <a href="mailto:kjenkins@pattankop.net">kjenkins@pattankop.net</a>, <a href="mailto:trusso@pattan.net">trusso@pattan.net</a>, <a href="mailto:kdelauriers@pattanpgh.net">kdelauriers@pattanpgh.net</a>, <a href="mailto:alternateassessment@pattankop.net">alternateassessment@pattankop.net</a></td>
</tr>
</tbody>
</table>
Pennsylvania System of School Assessment
PSSA
Pennsylvania System of School Assessment (PSSA)

The annual Pennsylvania System School Assessment is a standards-based, criterion-referenced assessment which provides students, parents, educators and citizens with an understanding of student and school performance related to the attainment of proficiency of the academic standards. These standards in English Language Arts, Mathematics, and Science and Technology identify what a student should know and be able to do at varying grade levels. School districts possess the freedom to design curriculum and instruction to ensure that students meet or exceed the standards’ expectations.

Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is assessed in science.

Individual student scores, provided only to their respective schools, can be used to assist teachers in identifying students who may be in need of additional educational opportunities, and school scores provide information to schools and districts for curriculum and instruction improvement discussions and planning.

In compliance with §4.51(a)(4) of the PA School Code the State Board of Education approved, “specific criteria for advanced, proficient, basic and below basic levels of performance.”
PSSA Resources and Tools

- PSSA Testing Window
- DRC eDIRECT
- Assessment Anchors and Glossaries
- Item and Scoring Samplers (Click subject under Resource Materials)
- Performance Level Descriptors and Cut Scores
- Technical Reports
- Pennsylvania Standards Aligned System (SAS)
- Classroom Diagnostic Tools (CDT)
Assessment Anchors and Glossary

Mathematics
- 2014 Mathematics Glossary to the Assessment Anchors and Eligible Content (PDF)
- 2014 Grade 3 Mathematics Assessment Anchors (PDF)
- 2014 Grade 4 Mathematics Assessment Anchors (PDF)
- 2014 Grade 5 Mathematics Assessment Anchors (PDF)
- 2014 Grade 6 Mathematics Assessment Anchors (PDF)
- 2014 Grade 7 Mathematics Assessment Anchors (PDF)
- 2014 Grade 8 Mathematics Assessment Anchors (PDF)

Reading/English Language Arts
- 2014 English Language Arts Glossary to the Assessment Anchors and Eligible Content (PDF)
- 2014 (updated 2017) Grade 3 English Language Arts Assessment Anchors (PDF)
- 2014 (updated 2017) Grade 3 English Language Arts Compact Assessment Anchors (PDF)
- 2014 (updated 2017) Grade 4 English Language Arts Assessment Anchors (PDF)
- 2014 (updated 2017) Grade 4 English Language Arts Compact Assessment Anchors (PDF)
- 2014 (updated 2017) Grade 5 English Language Arts Assessment Anchors (PDF)
- 2014 (updated 2017) Grade 5 English Language Arts Compact Assessment Anchors (PDF)
- 2014 (updated 2017) Grade 6 English Language Arts Assessment Anchors (PDF)
- 2014 (updated 2017) Grade 6 English Language Arts Compact Assessment Anchors (PDF)
- 2014 (updated 2017) Grade 7 English Language Arts Assessment Anchors (PDF)
- 2014 (updated 2017) Grade 7 English Language Arts Compact Assessment Anchors (PDF)
- 2014 (updated 2017) Grade 8 English Language Arts Assessment Anchors (PDF)
- 2014 (updated 2017) Grade 8 English Language Arts Compact Assessment Anchors (PDF)

Science
- Science Introduction (PDF)
- Science Assessment Glossary (PDF)
- 2014 Grade 4 Science Assessment Anchors (PDF)
- 2014 Grade 8 Science Assessment Anchors (PDF)
PSSA Item and Scoring Samplers

English Language Arts

2023 Item and Scoring Samplers

- 2023 English Language Arts Item and Scoring Sampler Grade 3 (PDF)
- 2023 English Language Arts Item and Scoring Sampler Grade 4 (PDF)
- 2023 English Language Arts Item and Scoring Sampler Grade 5 (PDF)
- 2023 English Language Arts Item and Scoring Sampler Grade 6 (PDF)
- 2023 English Language Arts Item and Scoring Sampler Grade 7 (PDF)
- 2023 English Language Arts Item and Scoring Sampler Grade 8 (PDF)

Mathematics

2023 Item and Scoring Samplers

- 2023 Mathematics Item and Scoring Sampler Grade 3 (PDF)
- 2023 Mathematics Item and Scoring Sampler Grade 4 (PDF)
- 2023 Mathematics Item and Scoring Sampler Grade 5 (PDF)
- 2023 Mathematics Item and Scoring Sampler Grade 6 (PDF)
- 2023 Mathematics Item and Scoring Sampler Grade 7 (PDF)
- 2023 Mathematics Item and Scoring Sampler Grade 8 (PDF)

Science

2023 Item and Scoring Samplers

- 2023 Science Item and Scoring Sampler Grade 4 (PDF)
- 2023 Science Item and Scoring Sampler Grade 8 (PDF)
PSSA ELA Resources and Tools

- English Language Arts (ELA) Test Design
- Scoring Guidelines
- ELA Curriculum, Assessment, & Instruction (CAI) Community (SAS)
- English Language Arts Resources
- Pennsylvania State Literacy Plan (PaSLP) Toolkit
- Text Dependent Analysis (TDA) Toolkit
# PSSA ELA Test Design

## English Language Arts (ELA) Test Design

### Grade 3 Test Design

<table>
<thead>
<tr>
<th>Section</th>
<th>Content Emphasis</th>
<th>Number of MC/EBSR Per Form</th>
<th>Number of SA</th>
<th>Estimated Number of Passage(s)</th>
<th>Estimated Section Testing Time (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conventions of Standard English (Writing) and Reading</td>
<td>14–18 MC 1–3 EBSR</td>
<td>1</td>
<td>2</td>
<td>40–60</td>
</tr>
<tr>
<td>2</td>
<td>Reading</td>
<td>8 MC 2 EBSR</td>
<td>1</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Conventions of Standard English (Writing) and Reading</td>
<td>14–18 MC 1–3 EBSR</td>
<td>1</td>
<td>2</td>
<td>40–60</td>
</tr>
</tbody>
</table>

### Grades 4–8 Test Design

<table>
<thead>
<tr>
<th>Section</th>
<th>Content Emphasis</th>
<th>Number of MC/EBSR Per Form</th>
<th>Number of TDA</th>
<th>Estimated Number of Passages</th>
<th>Estimated Section Testing Time (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conventions of Standard English (Writing) and Reading</td>
<td>23–24 MC 4–5 EBSR</td>
<td>0</td>
<td>3</td>
<td>65–75</td>
</tr>
<tr>
<td>2</td>
<td>Reading and Text Dependent Analysis (Reading/Writing)</td>
<td>8 MC 2 EBSR</td>
<td>1</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Conventions of Standard English (Writing), Reading, and Text Dependent Analysis (Reading/Writing)</td>
<td>11–14 MC 1–2 EBSR</td>
<td>1</td>
<td>1</td>
<td>70–80</td>
</tr>
</tbody>
</table>

10/20/2021
GENERAL DESCRIPTION OF SCORING GUIDELINES
FOR READING SHORT-ANSWER QUESTIONS

3 Points
- The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points
- The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.

1 Point
- The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient or inappropriate details or examples that have a major effect on accuracy.
- The response consists entirely of relevant copied text.

0 Points
- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects.
## PSSA ELA TDA Scoring Guidelines

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4           | - Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)  
- Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)  
- Strong organizational structure that effectively supports the focus and ideas  
- Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences  
- Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions  
- Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose  
- Skilful use of transitions to link ideas  
- Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events  
- Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning | 2 | - Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)  
- Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)  
- Weak organizational structure that inconsistently supports the focus and ideas  
- Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences  
- Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions  
- Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose  
- Inconsistent use of transitions to link ideas  
- Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events  
- Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning |
| 3           | - Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)  
- Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)  
- Appropriate organizational structure that adequately supports the focus and ideas  
- Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences  
- Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions  
- Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose  
- Appropriate use of transitions to link ideas  
- Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events  
- Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning | 1 | - Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)  
- Minimal evidence of an introduction, development, and/or conclusion  
- Minimal evidence of an organizational structure  
- Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences  
- Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions  
- Minimal reference to the main idea(s) and/or relevant details of the text(s)  
- Few, if any, transitions to link ideas  
- Little or no use of precise language or domain-specific vocabulary drawn from the text(s)  
- Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning |
PSSA Mathematics Resources and Tools

- Mathematics Test Design
- Scoring Guidelines
- Calculator Policy
- Mathematics Resources
- Mathematics Learning Community (SAS)
PSSA Mathematics Test Design

Mathematics Test Design

Standard Operational Mathematics High-Level Test Plan per Form from 2018 Onward

<table>
<thead>
<tr>
<th>Grade</th>
<th>Multiple-Choice (MC)</th>
<th>Open-Ended (OE)</th>
<th>Total Core Items</th>
<th>Total Core Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core</td>
<td>Psychometric Use*</td>
<td>Embedded Field Test</td>
<td>Core</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>40</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>40</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

* Psychometric Use is generally for equating purposes. Not all equating items will be unique on all forms [up to 18 unique MC items across all forms].

Mathematics Operational Section Layout Plan for Grades 3 through 8

<table>
<thead>
<tr>
<th>Section</th>
<th>Content Emphasis</th>
<th>Number of MC</th>
<th>Number of OE</th>
<th>Estimated Section Testing Time (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mathematics</td>
<td>24</td>
<td>2</td>
<td>78</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics</td>
<td>24</td>
<td>2</td>
<td>78</td>
</tr>
</tbody>
</table>
General Description of Scoring Guidelines for Mathematics Open-Ended Questions

4 — The response demonstrates a thorough understanding of the mathematical concepts and procedures required by the task.

The response provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor “blemish” or omission in work or explanation that does not detract from demonstrating a thorough understanding.

3 — The response demonstrates a general understanding of the mathematical concepts and procedures required by the task.

The response and explanation (as required by the task) are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a general understanding.

2 — The response demonstrates a partial understanding of the mathematical concepts and procedures required by the task.

The response is somewhat correct with partial understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

1 — The response demonstrates a minimal understanding of the mathematical concepts and procedures required by the task.

0 — The response has no correct answer and insufficient evidence to demonstrate any understanding of the mathematical concepts and procedures required by the task for that grade level.

Response may show only information copied from the question.

Special Categories within zero reported separately:

Blank ........................................Blank, entirely erased, entirely crossed out, or consists entirely of whitespace
Refusal ......................................Refusal to respond to the task
Off Task .................................Makes no reference to the item but is not an intentional refusal
Foreign Language .......................Written entirely in a language other than English
Illegible .................................Illegible or incoherent
PSSA Mathematics Tools

Rulers and Protractors

• Rulers are provided for grade 3 students. Rulers are scaled to the $\frac{1}{8}$ inch and millimeter. Students will measure to the $\frac{1}{4}$ inch and centimeter.

• Protractors are provided for grade 4 students.

Calculators

• See attached [Pennsylvania Calculator Policy](#)

• Grade 3
  • may not use calculators for any part of the test

• Grades 4 - 8
  • may not use calculators during the non-calculator portion of the assessment
PSSA Science Resources and Tools

- Science Test Design
- Scoring Guidelines
- Science Resources
- Science Learning Community
# PSSA Science Test Design

## Science Test Design

### Standard Operational Science High-Level Test Plan per Form

<table>
<thead>
<tr>
<th>Grade</th>
<th>Multiple Choice (MC)</th>
<th>Open Ended (OE)</th>
<th>Total Core Items</th>
<th>Total Core Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core</td>
<td>Equating Block*</td>
<td>Embedded FT</td>
<td>Core</td>
</tr>
<tr>
<td>4</td>
<td>38</td>
<td>2</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>34</td>
<td>2</td>
<td>4 + 4 scenario-based</td>
<td>5</td>
</tr>
</tbody>
</table>

*Note that not all equating block items shown in the table below will be unique on all forms.

### Science Operational Section Layout Plan for Grade 4

<table>
<thead>
<tr>
<th>Section</th>
<th>Content Emphasis</th>
<th>Number of MC</th>
<th>Number of OE</th>
<th>Estimated Section Testing Time (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Science</td>
<td>23</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>Science</td>
<td>23</td>
<td>3</td>
<td>38</td>
</tr>
</tbody>
</table>

### Science Operational Section Layout Plan for Grade 8

<table>
<thead>
<tr>
<th>Section</th>
<th>Content Emphasis</th>
<th>Number of MC</th>
<th>Number of OE</th>
<th>Estimated Section Testing Time (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Science</td>
<td>24</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>Science</td>
<td>24</td>
<td>3</td>
<td>45</td>
</tr>
</tbody>
</table>
GENERAL DESCRIPTION OF SCORING GUIDELINES FOR SCIENCE OPEN-ENDED ITEMS

2 Points
- The response demonstrates a *thorough* understanding of the scientific content, concepts, and procedures required by the task(s).
- The response provides a clear, complete, and correct response as required by the task(s). The response may contain a minor blemish or omission in work or explanation that does not detract from demonstrating a *thorough* understanding.

1 Point
- The response demonstrates a *partial* understanding of the scientific content, concepts, and procedures required by the task(s).
- The response is somewhat correct with *partial* understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

0 Points
- The response provides *insufficient* evidence to demonstrate any understanding of the scientific content, concepts, and procedures as required by the task(s) for that grade level.
- The response may show only information copied or rephrased from the question or *insufficient* correct information to receive a score of 1.

Special Categories within zero reported separately:
- **Blank**.................................Blank, entirely erased, entirely crossed out, or consists entirely of whitespace
- **Refusal**..............................Refusal to respond to the task
- **Off Task**............................Makes no reference to the item but is not an intentional refusal
- **Foreign Language**..............Written entirely in a language other than English
- **Illegible**...........................Illegible or incoherent
PSSA Science Tools and Scenarios

Calculators *(Pennsylvania Calculator Policy)*
- Calculators are permitted though not required
- Memory of the calculators must be cleared prior to assessment and after the assessment by TAs
- Students may not share calculators during the assessment

Science Scenarios
- Contains text, graphics, charts, and/or tables
- Describes the results of a project, an experiment, or similar research to answer MC questions
Keystone Exams
Keystone Exams

Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and Government. Beginning in the 2012-2013 school year, Keystone Exams in the following subjects were developed by the Department and made available for use by school districts, AVTs and charter schools, including cyber charter schools:

- Algebra I
- Literature
- Biology

The Keystone Exams are one component of Pennsylvania’s statewide high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards.

Learn more about Pennsylvania’s statewide graduation requirements.

Keystone Exams Waiver - Impacts on LEA Practices


Resource Materials

- Test Definitions
- Item and Scoring Samplers
- General Scoring Guidelines
- Braille and Video Sign Language

Reporting

- Keystone Exam Results and Technical Reports

Testing

- Testing Information
- Accommodations
- Administration Materials
- Assessment Anchors/Eligible Content
- Report Interpretation Guides

Other Materials

- Performance Level Descriptors:
  - Algebra I, Biology and Literature (PDF)
  - Keystone Exam Scale (PDF)
- Application for Educator Assessment Committees
- Parent Letter FAQ (Spanish) (PDF)
- Electronic Device Letter (Spanish) (PDF)
Keystone Exams Resources and Tools

• Keystone Exams

• Keystone Testing Window

• Assessment Anchors/Eligible Content

• Item and Scoring Samplers

• Pennsylvania Standards Aligned System (SAS)
Assessment Anchors and Eligible Content

- Assessment Anchors/Eligible Content - Algebra I (PDF)
- Assessment Anchors/Eligible Content - Algebra I with Sample Items (PDF)
- Assessment Anchors/Eligible Content - Algebra II (PDF)
- Assessment Anchors/Eligible Content - Algebra II with Sample Items (PDF)
- Assessment Anchors/Eligible Content - Literature (PDF)
- Assessment Anchors/Eligible Content - Literature with Sample Items (PDF)
- Keystone AAEC Compact Literature Nonfiction (PDF)
- Keystone AAEC Compact Literature Fiction (PDF)
- Assessment Anchors/Eligible Content - Geometry (PDF)
- Assessment Anchors/Eligible Content - Geometry with Sample Items (PDF)
- Assessment Anchors/Eligible Content - Biology (PDF)
- Assessment Anchors/Eligible Content - Biology with Sample Items (PDF)
- Assessment Anchors/Eligible Content - English Composition (PDF)
Keystone Exams Item and Scoring Samplers

**Item and Scoring Samplers**

### Algebra 1
- 2023 Item and Scoring Sampler - Algebra I (PDF)
- 2022 Item and Scoring Sampler - Algebra I (PDF)
- 2021 Item and Scoring Sampler - Algebra I (PDF)
- 2019 Item and Scoring Sampler - Algebra I (PDF)
- 2018 Item and Scoring Sampler - Algebra I (PDF)
- 2015 Item and Scoring Sampler - Algebra I (PDF)
- 2014 Item and Scoring Sampler - Algebra I (PDF)
- 2011 Item and Scoring Sampler - Algebra I (PDF)

### Biology
- 2023 Item and Scoring Sampler - Biology (PDF)
- 2022 Item and Scoring Sampler - Biology (PDF)
- 2021 Item and Scoring Sampler - Biology (PDF)
- 2019 Item and Scoring Sampler - Biology (PDF)
- 2018 Item and Scoring Sampler - Biology (PDF)
- 2015 Item and Scoring Sampler - Biology (PDF)
- 2014 Item and Scoring Sampler - Biology (PDF)
- 2011 Item and Scoring Sampler - Biology (PDF)

### Literature
- 2023 Item and Scoring Sampler - Literature (PDF)
- 2022 Item and Scoring Sampler - Literature (PDF)
- 2021 Item and Scoring Sampler - Literature (PDF)
- 2019 Item and Scoring Sampler - Literature (PDF)
- 2018 Item and Scoring Sampler - Literature (PDF)
- 2015 Item and Scoring Sampler - Literature (PDF)
- 2014 Item and Scoring Sampler - Literature (PDF)
- 2011 Item and Scoring Sampler - Literature (PDF)
# Keystone Literature Test Definition

## Literature Genre & Module Design

<table>
<thead>
<tr>
<th>Literature</th>
<th>Module 1 Fiction Literature % of points</th>
<th>Module 2 Nonfiction Literature % of points</th>
<th>Module 1 Genre % of Passages Fiction Literature</th>
<th>Module 2 Genre % Passages Nonfiction Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>25 Eligible Content</td>
<td>31 Eligible Content</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Literature Keystone Exams will measure the Literature Assessment Anchors as defined by the Eligible Content and will be aligned to the concepts and competencies.

**Module 1—Fiction Literature:**
- Core MC items: 17
- 3 core 3 pt.-CR items: 9
- Total: 26 points

**Module 2—Nonfiction Literature:**
- Core MC items: 17
- 3 core 3 pt.-CR items: 9
- Total: 26 points

There will be a total of 52 points (Module 1 and Module 2 combined), with approximately 65% MC and 35% CR.
Keystone Literature Resources and Tools

- Keystone Literature Test Definition
- Literature Constructed-Response Scoring Guidelines
- ELA Curriculum, Assessment, & Instruction (CAI) Community
- English Language Arts Resources
- Pennsylvania State Literacy Plan (PaSLP) Toolkit
- Text Dependent Analysis (TDA) Toolkit
GENERAL DESCRIPTION OF SCORING GUIDELINES

3 Points
- The response provides a clear, complete, and accurate answer to the task.
- The response provides relevant and specific information from the passage.

2 Points
- The response provides a partial answer to the task.
- The response provides limited information from the passage and may include inaccuracies.

1 Point
- The response provides a minimal answer to the task.
- The response provides little or no information from the passage and may include inaccuracies.
  OR
- The response relates minimally to the task.

0 Points
- The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.
Keystone Algebra I Resources and Tools

- Keystone Algebra I Test Definition
- Algebra I Constructed-Response Scoring Guidelines
- Calculator Policy
- Mathematics Resources
- Mathematics Learning Community
Keystone Algebra I Test Definition

Algebra I Module Design

<table>
<thead>
<tr>
<th></th>
<th>Module 1</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of points</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>18 Eligible Content</td>
<td>15 Eligible Content</td>
<td></td>
</tr>
</tbody>
</table>

The Algebra I Keystone Exams will measure the Algebra I Assessment Anchors as defined by the Eligible Content and will be aligned to the Concepts and Competencies.

Module 1—Operations and Linear Equations & Inequalities
- Core MC items: 18 points
- 3 core 4 pt.-CR items: 12 points
- Total: 30 points

Module 2—Linear Functions and Data Organization
- Core MC items: 18 points
- 3 core 4 pt.-CR items: 12 points
- Total: 30 points

There will be a total of 60 points (Module 1 and Module 2 combined) with approximately 60% MC items and 40% CR items.
ALGEBRA I CONSTRUCTED-RESPONSE QUESTIONS

GENERAL DESCRIPTION OF SCORING GUIDELINES

4 Points
- The response demonstrates a thorough understanding of the mathematical concepts and procedures required by the task.
- The response provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a thorough understanding.

3 Points
- The response demonstrates a general understanding of the mathematical concepts and procedures required by the task.
- The response and explanation (as required by the task) are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a general understanding.

2 Points
- The response demonstrates a partial understanding of the mathematical concepts and procedures required by the task.
- The response is somewhat correct with partial understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

1 Point
- The response demonstrates a minimal understanding of the mathematical concepts and procedures required by the task.

0 Points
- The response has no correct answer and insufficient evidence to demonstrate any understanding of the mathematical concepts and procedures required by the task.
Keystone Biology Resources and Tools

- Keystone Biology Test Definition
- Biology Constructed-Response Scoring Guidelines
- Science Resources
- Science Learning Community
## Keystone Biology Test Definition

### Biology Module Design

<table>
<thead>
<tr>
<th>Biology</th>
<th>Module 1 % of points</th>
<th>Module 2 % of points</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>16 Eligible Content</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>22 Eligible Content</td>
<td></td>
</tr>
</tbody>
</table>

The Biology Keystone Exams will measure the Biology Assessment Anchors as defined by the Eligible Content and will be aligned to the Concepts and Competencies.

**Module 1—Cells and Cell Processes**
- Core MC items: 24 points
- 3 core 3 pt.-CR items: 9 points
- Total: 33 points

**Module 2—Continuity and Unity of Life**
- Core MC items: 24 points
- 3 core 3 pt.-CR items: 9 points
- Total: 33 points

There will be a total of 66 points (Module 1 and Module 2 combined) with approximately 73% MC Items and 27% CR Items.
BIOLOGY CONSTRUCTED-RESPONSE QUESTIONS

GENERAL DESCRIPTION OF SCORING GUIDELINES

3 Points
- The response demonstrates a thorough understanding of the scientific content, concepts, and/or procedures required by the task(s).
- The response provides a clear, complete, and correct response as required by the task(s). The response may contain a minor blemish or omission in work or explanation that does not detract from demonstrating a thorough understanding.

2 Points
- The response demonstrates a partial understanding of the scientific content, concepts, and/or procedures required by the task(s).
- The response is somewhat correct with partial understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

1 Point
- The response demonstrates a minimal understanding of the scientific content, concepts, and/or procedures required by the task(s).
- The response is somewhat correct with minimal understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

0 Points
- The response provides insufficient evidence to demonstrate any understanding of the scientific content, concepts, and/or procedures as required by the task(s).
- The response may show only information copied or rephrased from the question or insufficient correct information to receive a score of 1.
Accommodations

Accommodations Webpage

- Accommodations PowerPoint
- Webinar Link
- Accommodations Guidelines
- Accommodations Guidelines for ELs
- Read Aloud and Scribing Guidelines
- Supplemental Guidelines for ASL in VSL
- Unique Accommodations Assurance Form
- Confidentiality Form
Academic Assessments

• ELs in their first total 12 months of enrollment in U.S. schools are not required to take the ELA PSSA or Literature Keystone Exam
• ELs who meet the eligibility criteria to take the PASA follow the same requirements for Mathematics, Algebra I, Science, and Biology.
• For more information on EL participation in state assessments, please see the current Accommodations Guidelines for ELs

English Language Proficiency Assessment

• All ELs, K-12, are required to take the ACCESS for ELLs® English Language Proficiency Test
• ELs who meet the eligibility criteria to take the PASA participate in the Alternate ACCESS for ELLs®
1. Word-to-word translation dictionaries, without definitions and without pictures may be used for PSSA Mathematics, Keystone Algebra I, PSSA Science, and Keystone Biology; not for any part of the PSSA ELA or Keystone Literature

2. Qualified interpreters/sight translators for PSSA Mathematics, Keystone Algebra I, PSSA Science, and Keystone Biology; not for any part of the PSSA ELA test (except for the TDA prompts) or Keystone Literature

For more information on *Getting Ready for the 2023-24 State Assessments* please visit PDE’s [Assessment and Accountability](#) webpages.

The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high-quality education.