

THE GUIDE TO YOUR STUDENT'S PENNSYLVANIA STUDENT REPORT



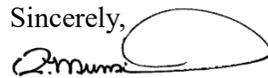
Pennsylvania Department of Education

Dear Family,

Each year, Pennsylvania public school students take the Pennsylvania System of School Assessment (PSSA) exams in English language arts (ELA), mathematics, and science. This student report explains how your child performed on the PSSA assessment. If your student did not take one of the tests, a portion of the report will be blank.

You can help your student grow academically by reviewing these PSSA results together, looking at both strengths and opportunities for improvement, and by continuing to encourage your child's best effort in school. You may also find it helpful to speak with your child's teachers about these strengths and opportunities for growth.

Your contribution to your child's education is critical, and by working together, the Pennsylvania Department of Education, the commonwealth's schools, and families can prepare Pennsylvania's next generation for future success.

Sincerely,


Khalid N. Mumin, Ed.D.
Secretary of Education

1. Your student information.

Here you will find your student's name, school, district, date of testing, and grade.

2. Report information and tools.

This section provides information about the PSSA and the student report, as well as resources to learn more about your student's performances.

3. Your student's PSSA results.

This section indicates your student's performance level for the English Language Arts, Mathematics, and Science assessments.

4. What do the Performance Levels mean?

This section provides a general description of the Pennsylvania Performance Levels. Student performance on the PSSA falls into four performance levels: Advanced, Proficient, Basic, and Below Basic.

PENNSYLVANIA

System of School Assessment (PSSA)

Student Report

1 Student Name:

PA Student ID:
School:
District:
Test Date:
Grade:

2 What Is the Pennsylvania System of School Assessment (PSSA)?

- The PSSA is an assessment system used to measure a student's progression toward mastery of the
 - Pennsylvania Core Standards in English Language Arts and Mathematics
 - Pennsylvania Academic Content Standards in Science
- For additional information, visit the Pennsylvania Department of Education's website at www.education.pa.gov

What Is Included in This report?

- This report provides information about the student's recent performances on the
 - English Language Arts, Mathematics, and Science PSSA assessments
- It is not intended to summarize all aspects of student learning.

For Additional Information

- For more information about a student's performance, consult the school or the classroom teacher.
- A Report Interpretation Guide is available at www.education.pa.gov. Type "PSSA Interpretation Guide" in the search field or consult the local school district or school.

Student's Results				
	Performance Level			Goal Range*
	Below Basic	Basic	Proficient	
English Language Arts			✓	
Mathematics			✓	
Science				✓

*Goal Range: The goal is for all students in the Commonwealth of Pennsylvania to score proficient or above.

4 Performance Levels

The Below Basic Level reflects inadequate academic performance, and work at this level demonstrates a minimal command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates extensive additional academic support may be needed for engaging successfully in further studies in this content area.

The Basic Level reflects marginal academic performance, and work at this level demonstrates a partial command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates additional academic support may be needed for engaging successfully in further studies in this content area.

The Proficient Level reflects satisfactory academic performance, and work at this level demonstrates an adequate command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates academic preparation for engaging successfully in further studies in this content area.

The Advanced Level reflects superior academic performance, and work at this level demonstrates a thorough command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates advanced academic preparation for engaging successfully in further studies in this content area.

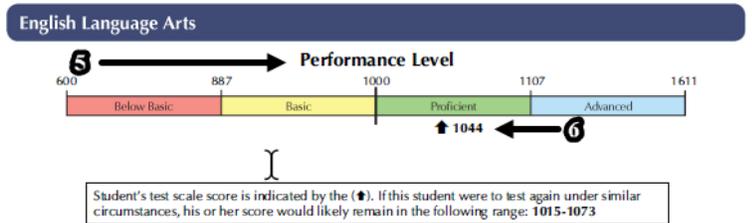


www.education.pa.gov Page 1

5. What is your student's Performance Level?

This indicates your student's Performance Level for the given subject.

*Note: If your student was not tested because the subject is not applicable, "Not Applicable (NA)" will be displayed. If your student did not receive a score, "No Score (NS)" will be displayed.



6. What is your student's score?

This indicates your student's PSSA score for the given subject. Additionally, the arrow on the bar graph indicates where your student's score falls within a performance level. The scores are organized by subject and appear on pages 2 and 3 of the Student Report.

Because each subject has its own individual scale, student's PSSA scores should not be compared across tested subjects.

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Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Reading**			
Key Ideas and Details	12	22	Low
Craft and Structure/Integration of Knowledge and Ideas	7	9	High
Vocabulary Acquisition and Use	6	7	High
Writing			
Conventions of Standard English (Writing)	5	9	Medium
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	8	16	Medium

**Each reading question connects to a Reading reporting category in the table above as well as to a Text Type reporting category in the table below. However, each reading question counts only one time in the student's score.

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Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Text Types			
Literature Text	12	19	Medium
Informational Text	13	19	Medium

To learn more about the Score Reporting Categories, see page 4.

*The Strength Profile (Low, Medium, High): The strength profile provides an indication of this student's performance within each of the reporting categories. The Strength Profile takes into account the difficulty of the assessment questions and can be used to help identify the student's strengths and/or areas of need.

7. How did your student perform in each reporting category?

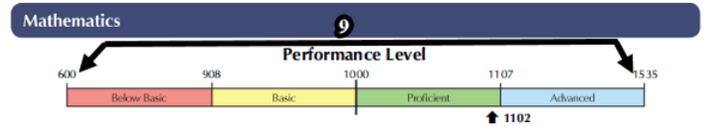
This indicates the total points possible and your student's performance within each reporting category. The reporting categories are described on page 4 of the Student Report.

8. Strength Profile.

The Strength Profile provides you with an indication of your student's performance within each of the reporting categories. The profile measure takes into account the difficulty of the items and can be used to help identify areas in which your student needs to improve and where he or she has performed more successfully.

9. Minimum/Maximum Scaled Scores.

The minimum and maximum scaled scores represent the minimum and maximum scores your child could have received on each assessment. Each PSSA test has a minimum score that stays the same across years. However, the maximum score for each test can vary depending on the difficulty of the test each year (a more difficult test in any given year will have a higher maximum score).

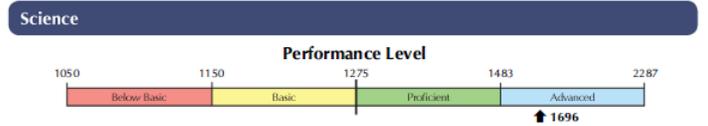


Student's test scale score is indicated by the (•). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **1068-1136**

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Numbers and Operations in Base Ten	7	9	Medium
Numbers and Operations—Fractions	10	12	High
Operations and Algebraic Thinking	10	13	High
Geometry	5	7	Medium
Measurement and Data	7	11	Medium

10. Standard Error of Measure.

This range reflects the standard error of measurement (SEM) for your student's PSSA score. Specifically, it provides reasonable bounds for the range of scores that your student might receive if he or she took an equivalent version of the test. (That is, your student took a test that covered exactly the *same* content, but included a *different* set of items.) As an example, if the PSSA score was 1750 and the SEM band was 1700 to 1800, then your student would be likely to receive a score somewhere between 1700 and 1800 if a different version of the test had been taken.



10 Student's test scale score is indicated by the (•). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **1623-1769**

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
The Nature of Science	21	24	High
Biological Sciences	7	8	High
Physical Sciences	7	8	High
Earth and Space Sciences	6	8	High

Score Reporting Category Descriptions

This section of the Student Report contains the description of the reporting categories that were assessed on the PSSA. Reporting Categories are aligned to the state’s standards and used as a tool for instructional practices in schools. Reporting categories will be different for each grade.

Score Reporting Category Descriptions

English Language Arts

- **Key Ideas and Details**
Students refer to key ideas and details from a text or texts to summarize important ideas and events, determine a theme or main idea, and draw on evidence from text(s) to support inferences and overall understanding.
- **Craft and Structure/Integration of Knowledge and Ideas**
Students demonstrate understanding of a text or texts by comparing and contrasting points of view and firsthand/secondhand accounts of similar events; by making connections within, between, and/or among texts; by referring to text features to support information; and by analyzing use of evidence to support overall integration of ideas and key aspects of text(s).
- **Vocabulary Acquisition and Use**
Students demonstrate understanding of vocabulary and figurative language in literature and informational texts.
- **Conventions of Standard English (Writing)**
Students demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling, as well as use knowledge of language and its conventions for effect.
- **Text-Dependent Analysis (Reading/Writing)**
Students write a response to literature or informational text or texts, drawing on the evidence presented in the text(s) to support analysis, reflection, and/or research.
- **Literature Text**
Students read and respond to literature texts, focusing on narrative, poetic, and/or dramatic techniques and drawing on evidence in the texts to support comprehension and understanding.
- **Informational Text**
Students also read and respond to informational texts, focusing on the information and evidence presented on topics, ideas, or procedures and drawing on evidence in the texts to support comprehension and interpretation.

Mathematics

- **Numbers and Operations in Base Ten**
Students read, write, round, and compare multi-digit numbers. They demonstrate understanding of place value and relative sizes of numbers and recognize properties of operations. Students use this understanding as well as estimation and mental calculations to perform the four operations on whole numbers.
- **Numbers and Operations—Fractions**
Students determine fraction equivalence and convert between fractions and decimals. They compare sizes of fractions and decimals using symbols. Students add and subtract fractions with common denominators and multiply a whole number by a fraction.
- **Operations and Algebraic Thinking**
Students solve problems using all four operations with whole numbers. They use drawings, equations, and symbols to represent quantities and analyze patterns. They also identify factor pairs and multiples of whole numbers 1 through 100.
- **Geometry**
Students draw, compare, and classify two-dimensional shapes based on their attributes. They identify and draw lines of symmetry.
- **Measurement and Data**
Students use the four operations and relative sizes of units to solve problems involving measurements, conversions, and time. They represent and interpret data using line plots and other data displays to solve problems. Students use a protractor to draw and measure angles.

Science

- **The Nature of Science**
Students use reasoning and analysis skills to develop possible solutions for environmental or technological problems. They evaluate tools, processes, and procedures to conduct fair and valid scientific investigations and use models and recognition of patterns to help explain natural and human-made systems.
- **Biological Sciences**
Students evaluate structures and functions of organisms, describe ecological interactions within living systems, and recognize relationships between humans and the natural world.
- **Physical Sciences**
Students demonstrate understanding of physical properties of matter. They describe basic energy types and their sources as well as how energy can change form. They also apply the scientific principles of force and motion and compare interactions between matter and energy.
- **Earth and Space Sciences**
Students identify and describe Earth features and processes that change the environment. They recognize processes associated with weather, climate, and the atmosphere. They also recognize changes caused by the Sun-Earth-Moon system.