

## PSSA English Language Arts Test Design

The PSSA English Language Arts test plan shown in the following table is organized by grade and broken down between Multiple-Choice (MC), Evidence-Based Selected Response (EBSR), Short Answer (SA) [G3 only], and Text Dependent Analysis (TDA) [G4-8 only]. Core items are also distinguished from items that serve the role of psychometric use and field test (FT). The following tables summarize the ELA test design.

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

| Grade | Selected Response                  |                   |                |                |                   |    |   |             | Constructed Response            |             |                               |             | Total Core Items | Total Core Points (Raw) | Total Core Points (Weighted) |
|-------|------------------------------------|-------------------|----------------|----------------|-------------------|----|---|-------------|---------------------------------|-------------|-------------------------------|-------------|------------------|-------------------------|------------------------------|
|       | Passage-Based Multiple Choice (MC) |                   |                | Stand Alone MC |                   |    | Evidence-Based Selected Response (EBSR) |             | Passage-Based Short-Answer (SA) |             | Text Dependent Analysis (TDA) |             |                  |                         |                              |
|       | Core                               | Psychometric Use* | Embedded FT    | Core           | Psychometric Use* | FT | Core                                    | Embedded FT | Core                            | Embedded FT | Core**                        | Embedded FT |                  |                         |                              |
| 3     | 20<br>(4 pass.)                    | 12<br>(2 pass.)   | 8<br>(1 pass.) | 9              | 1                 | 2  | 4                                       | 2           | 2                               | 1           | 0                             | 0           | 33 SR<br>2 CR    | 45                      | 45                           |
| 4     | 23<br>(4 pass.)                    | 12<br>(2 pass.)   | 8<br>(1 pass.) | 9              | 1                 | 2  | 6                                       | 2           | 0                               | 0           | 1                             | 1           | 38 SR<br>1 CR    | 51                      | 63                           |
| 5     | 23<br>(4 pass.)                    | 12<br>(2 pass.)   | 8<br>(1 pass.) | 9              | 1                 | 2  | 6                                       | 2           | 0                               | 0           | 1                             | 1           | 38 SR<br>1 CR    | 51                      | 63                           |
| 6     | 23<br>(4 pass.)                    | 12<br>(2 pass.)   | 8<br>(1 pass.) | 9              | 1                 | 2  | 6                                       | 2           | 0                               | 0           | 1                             | 1           | 38 SR<br>1 CR    | 51                      | 63                           |
| 7     | 23<br>(4 pass.)                    | 12<br>(2 pass.)   | 8<br>(1 pass.) | 9              | 1                 | 2  | 6                                       | 2           | 0                               | 0           | 1                             | 1           | 38 SR<br>1 CR    | 51                      | 63                           |
| 8     | 23<br>(4 pass.)                    | 12<br>(2 pass.)   | 8<br>(1 pass.) | 9              | 1                 | 2  | 6                                       | 2           | 0                               | 0           | 1                             | 1           | 38 SR<br>1 CR    | 51                      | 63                           |

\* Psychometric Use is generally for equating purposes. Not all equating items will be unique on all forms. [Passage-based is estimated as 2 total passages for 12 unique MC items across all forms.]

\*\*Weighted (G4-8: TDA x 4)

***English Language Arts PSSA Test Content Blueprints***

The content blueprints for the PCS-based ELA assessment (beginning with the 2018 PSSA administration) are shown in the following tables. The blueprints are organized around three Reporting Clusters (Reading, Conventions of Standard English (Writing), and Text Dependent Analysis (Reading/Writing)) based on the expressed emphasis contained within the PCS. As stated in the released PDE Assessment Anchor and Eligible Content documents, the Reporting Categories are as follows:

- A = Literature Text
- B = Informational Text
- D = Conventions of Standard English (Writing)
- E = Text Dependent Analysis (Reading/Writing)

In addition to the above, the first two Reporting Categories (Literature Text and Informational Text) are understood to be the “Genre Reporting Categories.” The Genre Reporting Categories A and B for ELA will be mapped as part of a dual-alignment into Core Competencies Reporting Categories. There are three themes prevalent throughout the PCS-ELA Standards, and these themes appear in both Literature Text and Informational Text that will appear on the PCS-based PSSA ELA test. The following table shows how the results of specific PCS-based Assessment Anchors and Eligible Content will be mapped to provide for a second layer of reporting. These three additional (dual) Reporting Categories are as follows:

- A-K/B-K: Key Ideas and Details [Key Ideas]
- A-C/B-C: Craft and Structure, and Integration of Knowledge and Ideas [CSI]
- A-V/B-V: Vocabulary Acquisition and Use [Vocabulary]

***Revised Assessment Anchor Reporting Categories***

Reporting Category C=Writing has shifted from the statewide accountability test to the local level. English Language Arts Standard 1.4 Writing continues to be assessed by the ELA PSSA test in reporting categories D=Conventions of Standard English and E=Text-Dependent Analysis.

PCS-Based Reporting Summary Table

| ELA Reporting Framework, Clusters, and Categories |                   |   | Reporting Category Code |
|---|-------------------|---|-------------------------|
| Reading   | Genre             | Literature Text   | A                       |
|   |                   | Informational Text  | B                       |
|   | Core Competencies | Key Ideas and Details [Key Ideas]                                 | A–K/B–K                 |
|   |                   | Craft and Structure, and Integration of Knowledge and Ideas [CSI] | A–C/B–C                 |
|   |                   | Vocabulary Acquisition and Use [Vocabulary]                       | A–V/B–V                 |
| Conventions of Standard English (Writing)         |                   |   | D                       |
| Text Dependent Analysis (Reading/Writing)         |                   |   | E                       |

PCS-based PSSA ELA Blueprint: Dual Reporting for Reporting Categories A and B

| Genre Reporting Categories | Core Competencies Reporting Categories |   |   |
|----------------------------|--|---|---|
|                            | Key Ideas and Details (Key Ideas)      | Craft and Structure, and Integration of Knowledge and Ideas (CSI) | Vocabulary Acquisition and Use (Vocabulary) |
|                            | A: Literature Text                     | A–K.1.1.1   | A–C.2.1.1                                   |
|                            | A–K.1.1.2                              | A–C.2.1.2 –G6, 7, and 8 only                                      | A–V.4.1.2                                   |
|                            | A–K.1.1.3                              | A–C.2.1.3 –G6, 7, and 8 only                                      |   |
|                            |  | A–C.3.1.1   |   |
| B: Informational Text      | B–K.1.1.1                              | B–C.2.1.1   | B–V.4.1.1                                   |
|                            | B–K.1.1.2                              | B–C.2.1.2   | B–V.4.1.2                                   |
|                            | B–K.1.1.3                              | B–C.2.1.3 –G6, 7, and 8 only                                      |   |
|                            |  | B–C.3.1.1   |   |
|                            |  | B–C.3.1.2   |   |
|                            |  | B–C.3.1.3 –G3, 4, and 5 only                                      |   |

PCS-based PSSA ELA Blueprint: Reporting Information for Reporting Categories D and E

| Reporting Categories                                    | Descriptors                               |  |                                    |
|---|---|--|------------------------------------|
| <p>D:<br/>Conventions of Standard English (Writing)</p> | <b>Grammar and Usage</b>                  | <b>Capitalization, Punctuation, and Spelling</b> | <b>Conventions</b>                 |
|   | D.1.1.1                                   | D.1.2.1  | D.2.1.1.1                          |
|   | D.1.1.2                                   | D.1.2.2  | D.2.1.1.2 –G4, 5, 6, 7, and 8 only |
|   | D.1.1.3                                   | D.1.2.3  | D.2.1.1.3 –G4, 5, 6, 7, and 8 only |
|   | D.1.1.4                                   | D.1.2.4 –G3, 4, 5, 7, and 8 only                 | D.2.1.1.4 –G5, 6, 7, and 8 only    |
|   | D.1.1.5                                   | D.1.2.5 –G3, 5, and 8 only                       | D.2.1.1.5 –G6, 7, and 8 only       |
|   | D.1.1.6                                   | D.1.2.6 –G3 only                                 | D.2.1.1.6 –G8 only                 |
|   | D.1.1.7                                   |  |                                    |
|   | D.1.1.8                                   |  |                                    |
|   | D.1.1.9 –G3, 7, and 8 only                |  |                                    |
|   | D.1.1.10 –G8 only                         |  |                                    |
|   | D.1.1.11 –G8 only                         |  |                                    |
| <p>E:<br/>Text Dependent Analysis (Reading/Writing)</p> | <b>Analysis, Reflection, and Research</b> |  |                                    |
|   | E.1.1.1 –G4, 5, 6, 7, and 8 only          |  |                                    |
|   | E.1.1.2 –G4, 5, 6, 7, and 8 only          |  |                                    |
|   | E.1.1.3 –G4, 5, 6, 7, and 8 only          |  |                                    |
|   | E.1.1.4 –G4, 5, 6, 7, and 8 only          |  |                                    |
|   | E.1.1.5 –G4, 5, 6, 7, and 8 only          |  |                                    |
|   | E.1.1.6 –G5, 6, 7, and 8 only             |  |                                    |

The English Language Arts blueprints are provided in the following two tables.

**PCS-based PSSA ELA Blueprint: Percent of the Core by Reporting Category by Grade**

| Cluster                                   | Reporting Category | Grade  |        |        |        |        |        |
|---|--------------------|--------|--------|--------|--------|--------|--------|
|   |                    | 3      | 4      | 5      | 6      | 7      | 8      |
| Reading                                   | A                  | 33–47% | 24–37% | 24–37% | 24–37% | 24–37% | 24–37% |
|   | B                  | 33–47% | 24–37% | 24–37% | 24–37% | 24–37% | 24–37% |
| Conventions of Standard English (Writing) | D                  | 20%    | 14%    | 14%    | 14%    | 14%    | 14%    |
| TDA (Reading/ Writing)                    | E*                 |        | 25%    | 25%    | 25%    | 25%    | 25%    |
| All Areas Total                           |                    | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   |

\*Reflect the impact of weighted values

**PCS-based PSSA ELA Blueprint: Points by Reporting Category by Grade**

| Cluster                                   | Reporting Category | Grade     |           |           |           |           |           |
|---|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|   |                    | 3         | 4         | 5         | 6         | 7         | 8         |
| Reading                                   | A                  | 15–21 pts | 15–23 pts | 15–23 pts | 15–23 pts | 15–23 pts | 15–23 pts |
|   | B                  | 15–21 pts | 15–23 pts | 15–23 pts | 15–23 pts | 15–23 pts | 15–23 pts |
| Conventions of Standard English (Writing) | D                  | 9 pts     | 9 pts     | 9 pts     | 9 pts     | 9 pts     | 9 pts     |
| TDA (Reading/ Writing)                    | E*                 |           | 16 pts    | 16 pts    | 16 pts    | 16 pts    | 16 pts    |
| All Areas Total Core                      |                    | 45 pts    | 63 pts    | 63 pts    | 63 pts    | 63 pts    | 63 pts    |

\*Reflect the impact of weighted values

***ELA Test Development Design***

At grade 3, the PCS-ELA core can be described as:

|                            |           |
|----------------------------|-----------|
| 20 core passage MC items   | 20 points |
| 9 core standalone MC items | 9 points  |
| 2 core 2 pt EBSR items     | 4 points  |
| 2 core 3 pt EBSR items     | 6 points  |
| 2 core 3 pt SA items       | 6 points  |
| Total                      | 45 points |

As shown in the operational layout tables below, the PSSA ELA test will be three (3) sections starting in 2018. Due to the different roles of Short Answer (SA) and Text Dependent Analysis (TDA) items, the design for grade 3 differs from the design of grades 4 through 8. SA items are used at grade 3 only, and TDA prompts are used at grades 4 through 8 only.

**ELA Operational Section Layout Plan for Grade 3**

| Section | Content Emphasis                                      | Number of MC/EBSR Per Form | Number of SA | Estimated Number of Passages | Estimated Section Testing Time (in minutes) |
|---------|---|----------------------------|--------------|------------------------------|---|
| 1       | Conventions of Standard English (Writing) and Reading | 14–18 MC<br>1–3 EBSR       | 1            | 2                            | 43-59                                       |
| 2       | Reading   | 14 MC<br>2 EBSR            | 1            | 2                            | 48  |
| 3       | Conventions of Standard English (Writing) and Reading | 14–18 MC<br>1–3 EBSR       | 1            | 2                            | 43-59                                       |

At grades 4 through 8, the PCS-ELA core can be described as:

|                               |           |
|-------------------------------|-----------|
| 23 core passage MC items      | 23 points |
| 9 core standalone MC items    | 9 points  |
| 3 core 2 pt EBSR items        | 6 points  |
| 3 core 3 pt EBSR items        | 9 points  |
| 1 core 4 pt TDA (weighted x4) | 16 points |
| <hr/>                         |           |
| Total                         | 63 points |

**ELA Operational Section Layout Plan for Grades 4 through 8**

| Section | Content Emphasis   | Number of MC/EBSR per Form | Number of TDA | Estimated Number of Passages | Estimated Section Testing Time (in minutes) |
|---------|--|----------------------------|---------------|------------------------------|---|
| 1       | Conventions of Standard English (Writing) and Reading  | 21–24 MC<br>4–5 EBSR       | 0             | 3                            | 67–78                                       |
| 2       | Reading and Text Dependent Analysis (Reading/Writing)  | 14 MC<br>2 EBSR            | 1             | 2                            | 88  |
| 3       | Conventions of Standard English (Writing), Reading and Text Dependent Analysis (Reading/Writing) | 11–14 MC<br>1–2 EBSR       | 1             | 1                            | 70–80                                       |