

# THE GUIDE TO YOUR STUDENT'S PENNSYLVANIA STUDENT REPORT



Pennsylvania Department of Education

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Dear Family,

Every year, Pennsylvania public school students take tests in English language arts (ELA), mathematics, and science. This year there was a new assessment in ELA and math that was developed to meet the more challenging demands of the PA Core Standards, which were adopted in 2013. The tests' more rigorous standards included more complex, multi-part questions, and required more thoughtful reasoning by students. These standards were adopted to better prepare students to be successful in college, postsecondary training, or in the 21<sup>st</sup> century work force.

The Student Report you'll receive explains how your child performed on the 2014-15 assessment. If your child's scores are different than in prior years, this reflects the fact that they are being measured by a different assessment. The student report will help you understand your student's scores and provide recommendations for your child. If your student did not take one of the tests, part of the report will be blank.

These scores represent a snapshot in time and are meant to determine a baseline for measuring future growth. Comparing your student's scores and level of performance on the new assessment with those from previous years is not a valid comparison and may not provide an accurate depiction of their learning.

You can help your child grow academically by reviewing their PSSA results with them, looking at both their strengths and their opportunities for improvement, and by continuing to encourage them to do their best in school. You may also find it helpful to speak with their teacher.

Your contribution to your child's education is critical, and I hope that the Department of Education, the commonwealth's schools, and families can all work together to educate and prepare Pennsylvania's next generation for postsecondary success.

Yours truly,

Pedro A. Rivera  
Secretary of Education

- 1 **Your student's 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

**Student Name:**

**PA Student ID:**

**School:**

**District:**

**Test Date:**

**Grade:**

**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 Mathematics and English Language Arts
  - Pennsylvania Academic Content Standards in Science
- For additional information, visit the Pennsylvania Department of Education's website at [www.education.state.pa.us](http://www.education.state.pa.us).

**What Is Included in This Report?**

- This report provides information about the student's recent performances on the
  - Mathematics, English Language Arts, 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.state.pa.us](http://www.education.state.pa.us). Type "student report guide" in the search field or consult the local school district or school.

Student's Results				
	Performance Level			
	Below Basic	Basic	Proficient	Advanced
English Language Arts				✓
Mathematics			✓	
Science			✓	

\* **Goal Range:** The goal range is for all students in the Commonwealth of Pennsylvania to score proficient or above.  
 ^ See inside for details

**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 performances, 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](http://www.education.pa.gov)

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**5 What is your student’s Performance Level?**

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

\*Please 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.

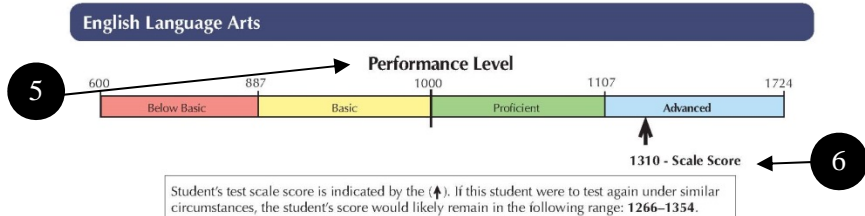
Because each subject has its own individual scale, student’s PSSA scores should not be compared across tested subjects.

**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.

**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.



Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
<b>Reading**</b>			
Key Ideas and Details	16	17	High
Craft and Structure/Integration of Knowledge and Ideas	9	12	Medium
Vocabulary Acquisition and Use	7	9	Medium
<b>Writing</b>			
Types of Writing	8	12	Medium
Language	14	18	Medium
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis	16	16	High

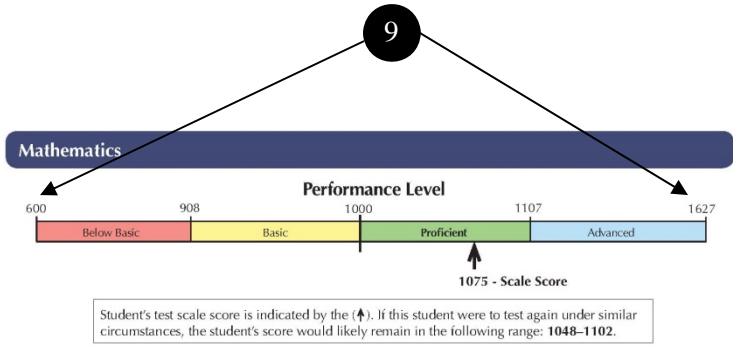
\*\*Each reading question connects to a Reading reporting category in the table above as well as to a Text Type reporting category in the table below. However, each reading question counts only one time in the student's score.

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
<b>Text Types</b>			
Literature Text	14	19	Medium
Informational Text	18	19	High

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

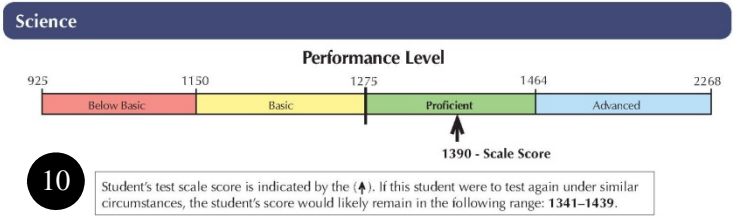
\*The Strength Profile (Low, Medium, High): The strength profile provides an indication of this student's performance within each of the reporting categories. The Strength Profile takes into account the difficulty of the assessment questions and can be used to help identify the student's strengths and/or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

**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).



Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Numbers and Operations in Base Ten	5	14	Low
Numbers and Operations—Fractions	10	15	Medium
Operations and Algebraic Thinking	16	19	High
Geometry	10	11	High
Measurement and Data	9	13	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.



Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
The Nature of Science	25	34	Medium
Biological Sciences	9	12	Medium
Physical Sciences	4	10	Low
Earth and Space Sciences	8	12	Medium

## Score Reporting Category Descriptions

The back page of your student's report contains the description of each reporting category that is 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 in passages to summarize important ideas/events, determine a theme or main idea, and draw on evidence from text to support overall inferences and understanding.
- **Craft and Structure/Integration of Knowledge and Ideas**  
Students demonstrate understanding of passages by comparing points of view and first-hand/second-hand accounts of similar events; making connections within and between texts; referring to text features to support information; and analyzing use of evidence to support overall integration of ideas/key aspects of text.
- **Vocabulary Acquisition and Use**  
Students demonstrate understanding of vocabulary and figurative language in literature and informational texts.
- **Types of Writing**  
Students write opinion, informative, or narrative essays demonstrating effective techniques as appropriate for type and purpose.
- **Language**  
Students demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling and use knowledge of language and its conventions for effect.
- **Text-Dependent Analysis**  
Students write a response to literature or informational passages, drawing on the evidence presented in the text to support analysis, reflection, and/or research.
- **Literature Text**  
Students read and respond to literature passages, focusing on narrative, poetic, and/or dramatic techniques and drawing on evidence in the text to support comprehension and understanding.
- **Informational Text**  
Students read and respond to informational passages, focusing on the information and evidence presented on topics, ideas, or procedures and drawing on evidence in the text to support comprehension and interpretation.

#### Mathematics

- **Numbers and Operations in Base Ten**  
Students develop number skills by understanding place value, relative sizes of numbers in each place, and properties of operations. They practice estimating, doing mental calculations, and developing fluency in multiplying whole numbers.
- **Numbers and Operations—Fractions**  
Students learn the meaning of fractions by exploring relationships between fractions and division, creating fractions by counting and partitioning, and using unit fractions to represent whole numbers.
- **Operations and Algebraic Thinking**  
Students solve problems using all four arithmetic operations with whole numbers. They use drawings, equations, and symbols to represent quantities and analyze patterns. They also learn how factors and multiples relate to multiplication and division.
- **Geometry**  
Students compare and classify two-dimensional shapes to better understand two-dimensional objects. They explore problems involving symmetry, visual and spatial reasoning, and how to select tools to answer questions about size and relationships.
- **Measurement and Data**  
Students use arithmetic operations to solve problems involving measurements and conversions with customary and metric units. They represent and interpret data using line plots, and they use fractions to interpret and calculate intervals.

#### Science

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