

2015 PSSA: Overview, Outcomes and Impacts



July 30, 2015
Matt Stem, Deputy Secretary
Office of Elementary and Secondary Education

Introduction

- Executive Leadership at PDE are Educators
 - Teachers, Principals, Assistant Superintendents and Superintendents
 - Urban schools, suburban schools and rural schools

We understand the impact.

We want to hear from you.



Webinar Format

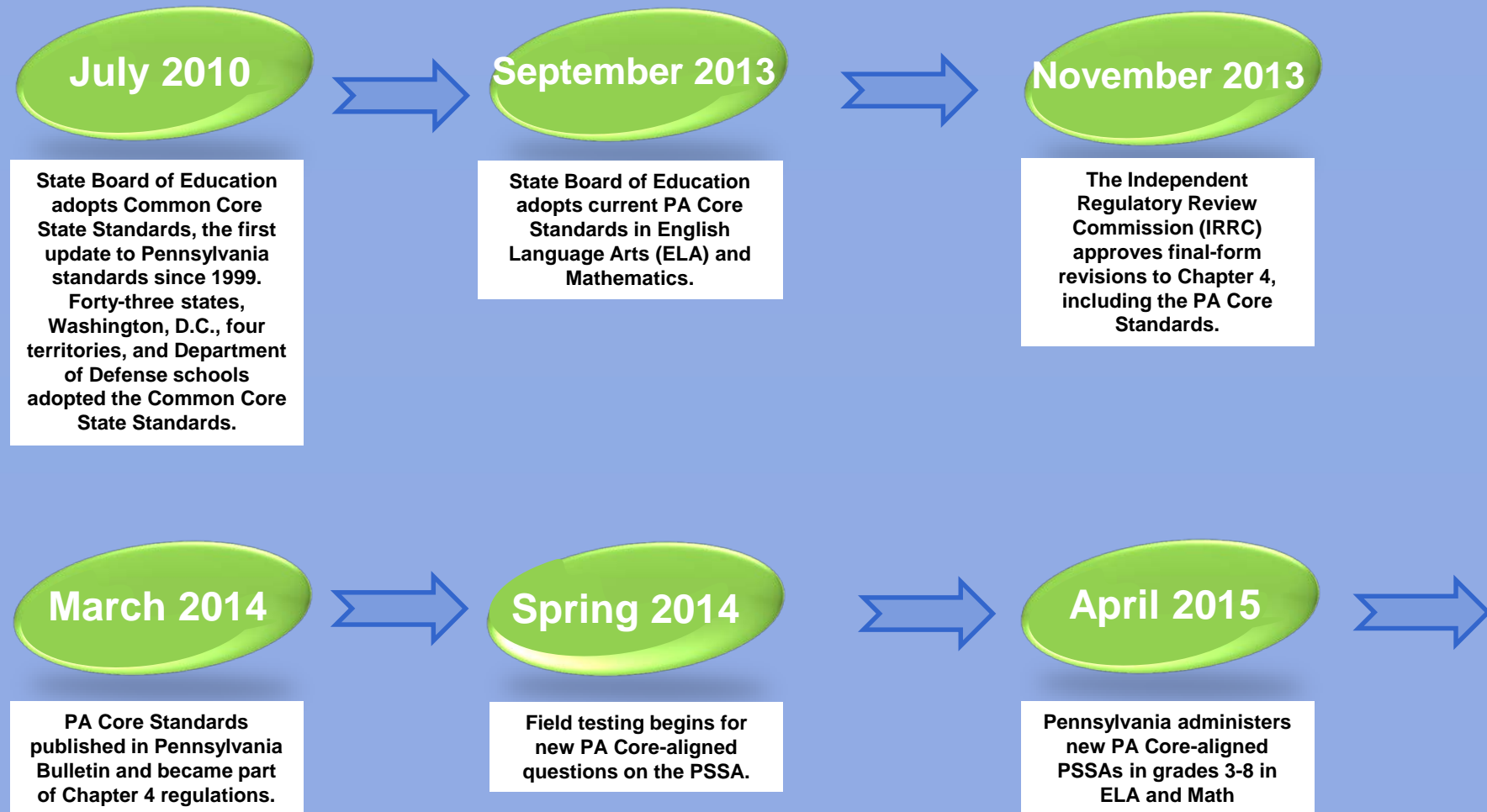
- **Given the number of attendees, all participants will be in listen only mode**
 - **Questions will be answered at the end of the webinar**
 - Send questions to PSSA2015@pattan.net
 - **Suggestions for PDE** (Things we can do to continue to support.)
 - Send suggestions to pdesuggestions@pattan.net

▶ Today's Agenda

- Background
- Standard Setting
- Impact
- Next Steps



Background: Transition Timeline for PA-Core Aligned PSSA



Background: Pennsylvania School Code- Chapter 4

Pennsylvania

CODE

TITLE TOC · BROWSE · SEARCH · HOME

CHAPTER 4. ACADEMIC STANDARDS AND ASSESSMENT

GENERAL PROVISIONS

Sec.

- 4.1. [Statutory authority.](#)
- 4.2. [Purpose.](#)
- 4.3. [Definitions.](#)
- 4.4. [General policies.](#)

ACADEMIC STANDARDS AND PLANNING

- 4.11. [Purpose of public education.](#)
- 4.12. [Academic standards.](#)
- 4.13. [Strategic plans.](#)

CURRICULUM AND INSTRUCTION

- 4.20. [Prekindergarten education.](#)
- 4.21. [Elementary education: primary and intermediate levels.](#)
- 4.22. [Middle level education.](#)
- 4.23. [High school education.](#)
- 4.24. [High school graduation requirements.](#)
- 4.25. [Languages.](#)
- 4.26. [ESOL.](#)
- 4.27. [Physical education and athletics.](#)
- 4.28. [Special education.](#)
- 4.29. [HIV/AIDS and other life-threatening and communicable diseases.](#)



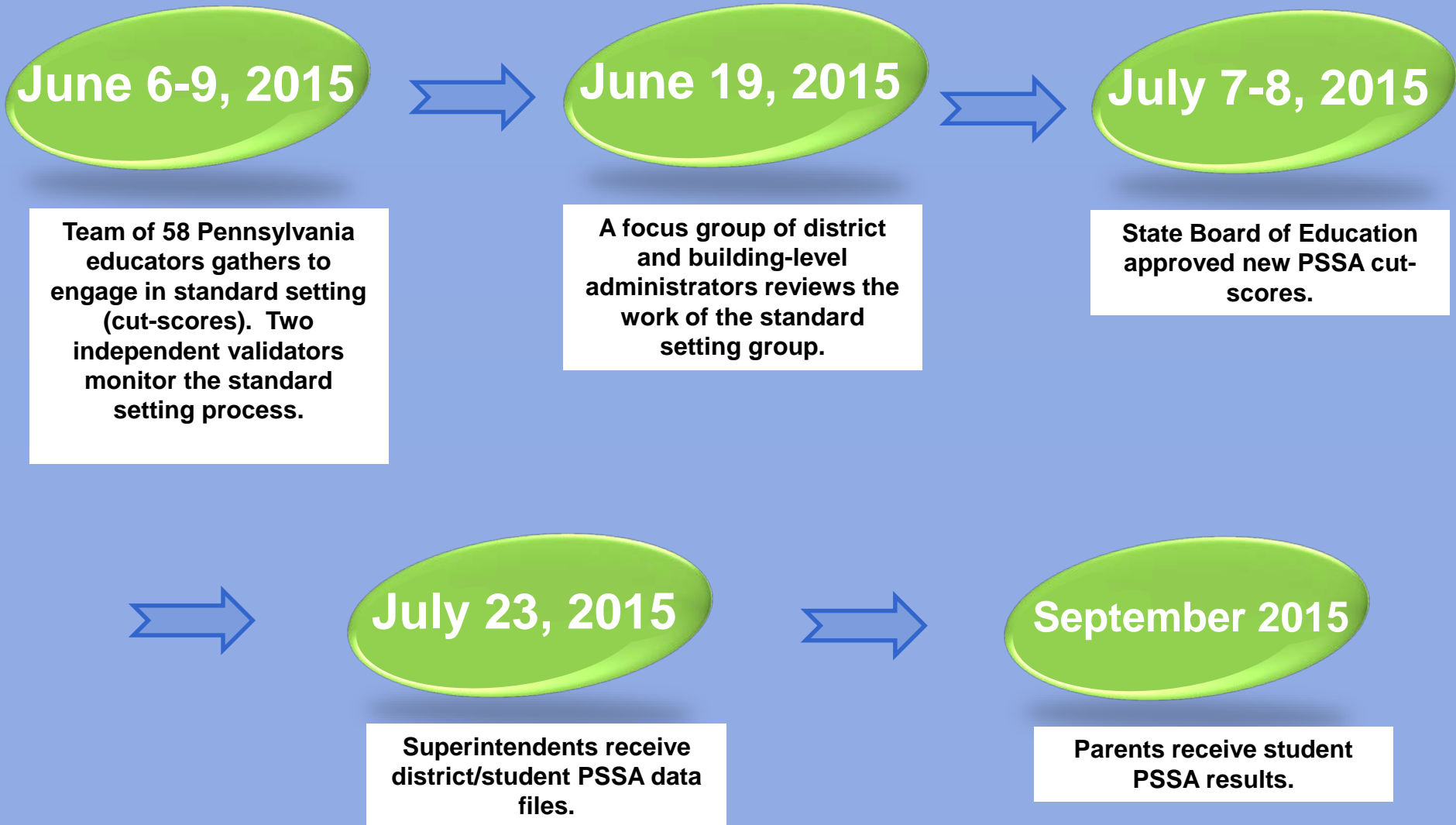
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Why did Standard Setting take place?

- The 2015 PSSA is a new assessment
- The PSSA is, and always has been, criterion-referenced
- As required by Chapter 4 regulations, performance levels must be established for the exam
- There is no way to create the associated cut scores without first administering the exam
- This is not new and has been done with every Pennsylvania Statewide Assessment developed
- If standard setting did not take place, there would be no performance level scores for the 2015 PSSA



▶ Background: Transition Timeline for PA-Core Aligned PSSA



Background: What are the PA Core Standards?

- Pennsylvania Core Standards offer a set of academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level.
- The PA Core Standards reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education/training and a globally competitive workforce.



▶ Background: What is the PSSA and Its Objectives?

- The PSSA is the state's standardized test administered in grades 3 through 8 in English Language Arts and Mathematics.*
- The new PSSA reflects the PA Core standards, which were developed to better prepare students to be college or career ready when they graduate.
- Students' results set a benchmark to measure student academic growth in future years.

*Science PSSA is administered in Grades 4 and 8.



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Background: Chapter 4 - Purpose of State Assessment

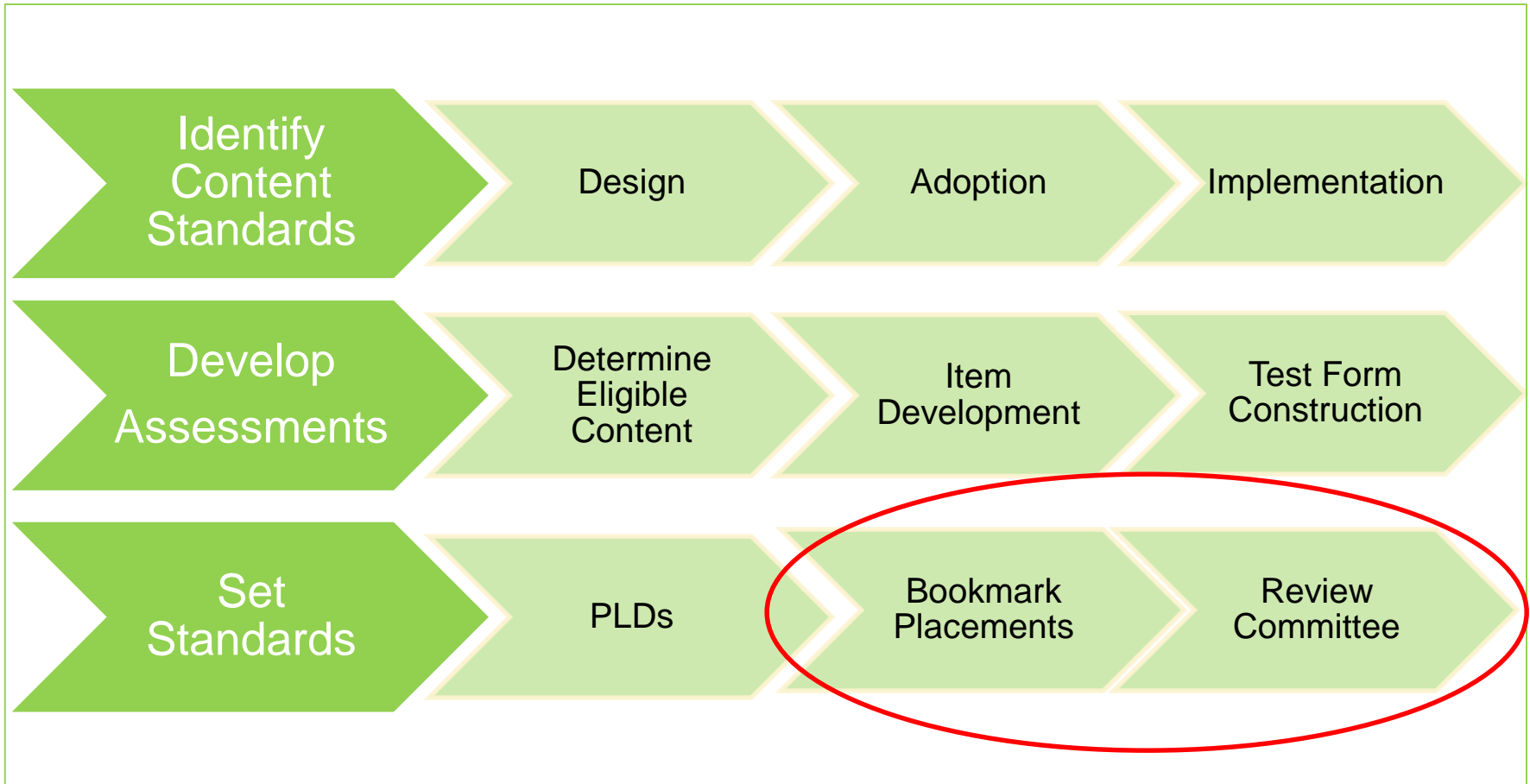
Chapter 4 states the purpose of the state assessment is to:

- Provide students, parents, educators and citizens with an understanding of student and school performance
- Determine the degree to which school programs enable students to attain proficiency of academic standards
- Provide information to state policymakers, including the General Assembly and the State Board, on how effective schools are in promoting and demonstrating student proficiency of academic standards
- Provide information to the general public on school performance
- Provide results to school entities based upon the aggregate performance of all students
- Assess student proficiency in the Academic Standards for English Language Arts, Mathematics, Science and Technology



Standard Setting: PSSA

Standard Setting as Part of a Process



What is Standard Setting?

The methodology used to determine the range of scores on an assessment that correspond to performance expectations (Advanced, Proficient, Basic and Below Basic).



What is Standard Setting?

- Performance Level Descriptors (PLDs) developed by Pennsylvania educators are used to reflect the knowledge and skills expected of students at each of the performance levels:
 - Advanced
 - Proficient
 - Basic
 - Below Basic



Standard Setting: PSSA Committee Panelists

Panelist Qualifications

- Pennsylvania educators
- Minimum 5 years of teaching experience
- Subject-matter experts
- Equitable representation (urban, suburban and rural)
- Geographic diversity (all parts of commonwealth)
- Demographic diversity
- Special Education and ESL Teachers



Standard Setting: PSSA Committee Recruiting Process

- Recruitment email via Penn Links, RSS Feeds, SAS portal and outreach via Intermediate Units
- Applicants must obtain a supervisor letter of approval/support to sign up to be a committee member for various assessment-related tasks
- PDE assessment specialists review applications for the following criteria:
 - Years of experience (5 years minimum)
 - Grade levels of experience
 - Type of educational experience (e.g., special education certification, ELL, administrator, classroom teacher/non-classroom teacher)



Standard Setting: PSSA Committee Recruiting Process (Continued)

- PDE approves applicants (Currently there are 380 approved Math and 479 approved ELA committee members)
- Availability notifications are sent to all approved committee members listing dates for upcoming meetings
- Committee members respond with their availability
- PDE chooses participants and replacements for each meeting, with an effort to balance representation and diversity across the commonwealth



Standard Setting: PSSA Panelists' Experience

Years of Experience by Content Area and Grade Group

Years Experience	ELA		Mathematics	
	Grade 3-5 (n=14)	Grade 6-8 (n=14)	Grade 3 - 5 (n=15)	Grade 6-8 (n=15)
0-5	0.0%	0.0%	0.0%	0.0%
6-10	7.1%	21.4%	0.0%	6.7%
11-15	7.1%	28.6%	33.3%	13.3%
16-20	50.0%	0.0%	33.3%	20.0%
21+	35.7%	50.0%	33.3%	60.0%
Total	100.0%	100.0%	100.0%	100.0%

Standard Setting Method: Bookmark

- Most prevalent method for setting standards in K–12 assessments for the past two decades
- Used historically in Pennsylvania
- Grounded in content and guided by performance level descriptors (PLDs)
- Focuses on students' expected knowledge and skills as described in each performance level



Standard Setting: Panelists' Confidence in Results

	Percent who Agree or Strongly Agree					
	ELA					
	Grade 3 (n=13)	Grade 4 (n=14)	Grade 5 (n=14)	Grade 6 (n=14)	Grade 7 (n=14)	Grade 8 (n=14)
I am confident about the appropriateness of the final recommended BASIC cut score	100.0%	100.0%	92.9%	100.0%	92.9%	92.9%
I am confident about the appropriateness of the final recommended PROFICIENT cut score	100.0%	100.0%	85.7%	100.0%	92.9%	92.9%
I am confident about the appropriateness of the final recommended ADVANCED cut score	100.0%	92.9%	92.9%	100.0%	92.9%	92.9%



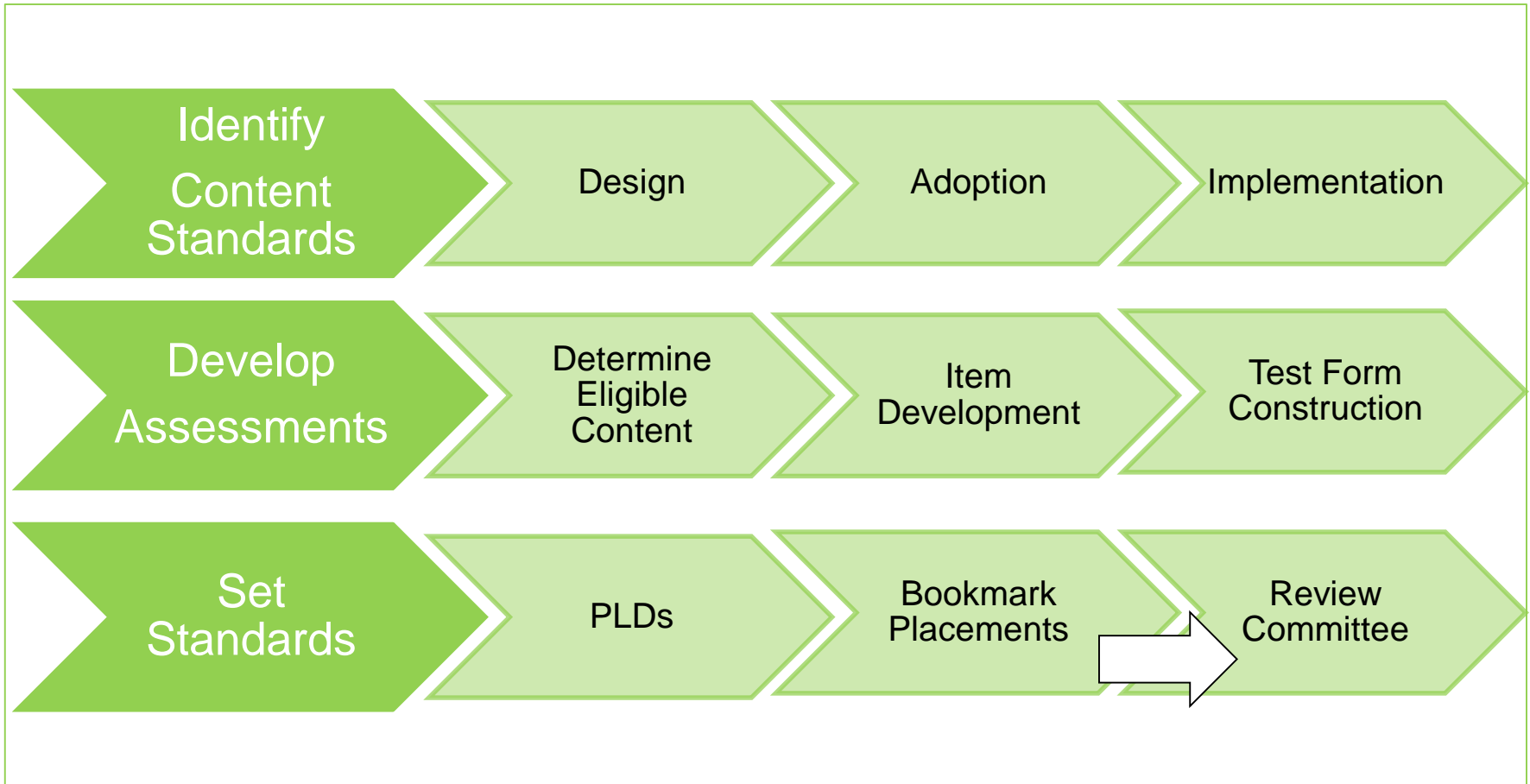
Standard Setting: Panelists' Confidence in Results

	Percent who Agree or Strongly Agree					
	Mathematics					
	Grade 3 (n=15)	Grade 4 (n=15)	Grade 5 (n=15)	Grade 6 (n=15)	Grade 7 (n=15)	Grade 8 (n=15)
I am confident about the appropriateness of the final recommended BASIC cut score	93.3%	100.0%	100.0%	100.0%	100.0%	100.0%
I am confident about the appropriateness of the final recommended PROFICIENT cut score	100.0%	100.0%	93.3%	93.3%	100.0%	93.3%
I am confident about the appropriateness of the final recommended ADVANCED cut score	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



Standard Setting: PSSA

Standard Setting as Part of a Process

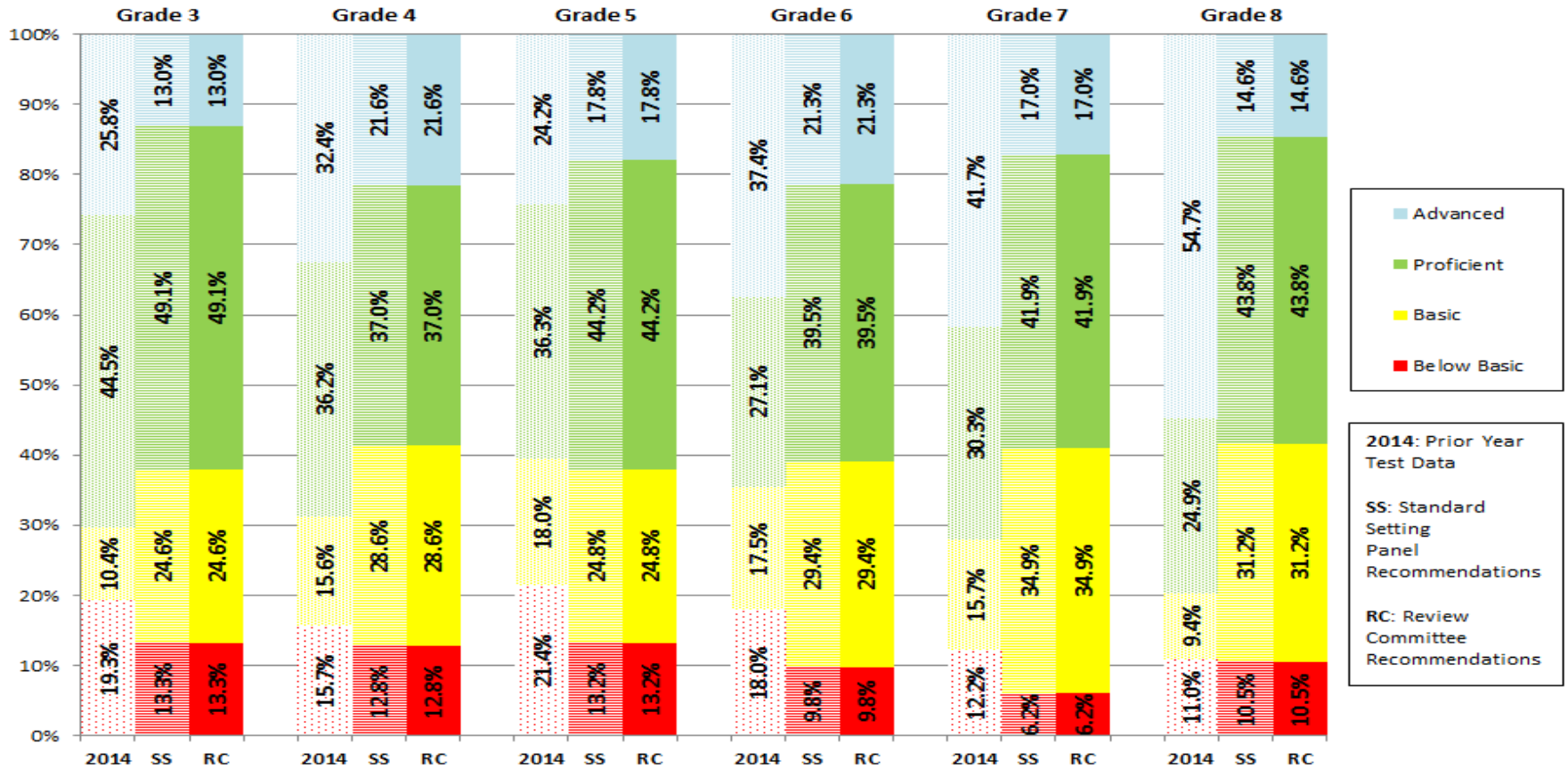


Standard Setting: PSSA

- **Bookmark Panelists**
 - Adhere to bookmark process and design
 - Focus on content
 - Make recommendations
- **Review Committee**
 - Review the panelists' recommendations
 - Endorse recommendations and/or suggest minor adjustments

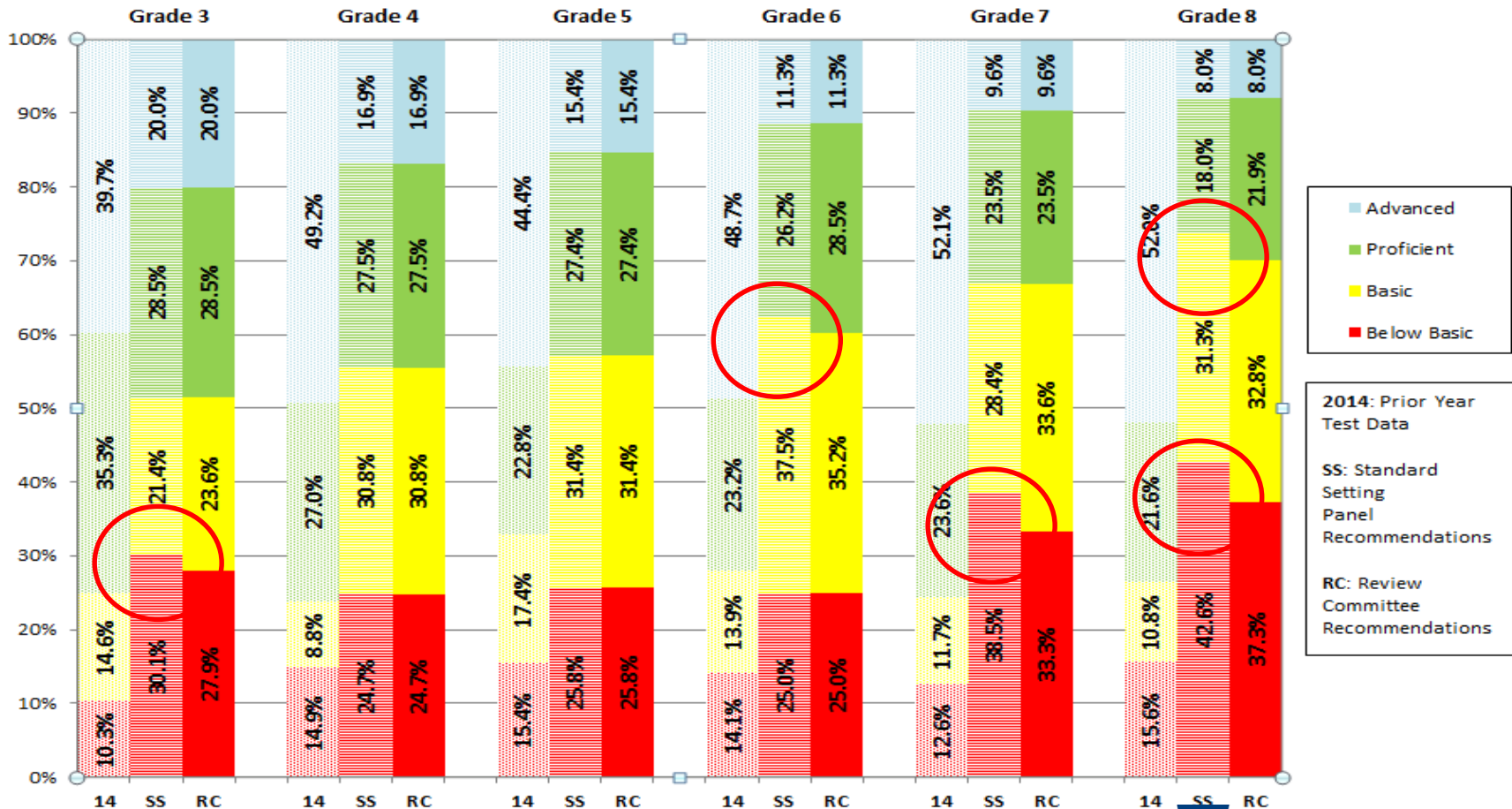
Standard Setting: Recommended Cut Points English Language Arts

PSSA English Language Arts Impacts



Standard Setting: Recommended Cut Points Mathematics

PSSA Mathematics Impacts



- Advanced
- Proficient
- Basic
- Below Basic

2014: Prior Year Test Data

SS: Standard Setting Panel Recommendations

RC: Review Committee Recommendations

Impact: Broader Context

- Other States – In recent years, other states have seen very similar decreases in the percentages of students proficient and advanced when migrating toward more rigorous state assessments
- 2013 NAEP Comparison with PSSA

2013 NAEP	2015 PSSA (Estimate)	Difference
4 th Grade Reading - 40%	4 th Grade ELA - 59%	+19%
4 th Grade Math - 44%	4 th Grade Math - 44%	0%
8 th Grade Reading - 42%	8 th Grade ELA - 58%	+16%
8 th Grade Math - 42%	8 th Grade Math - 30%	-12%



Impact: Student Performance- English Language Arts

Grade	Below Basic	Basic	Proficient	Advanced
3	600 – 904 13.3%	905 – 999 24.6%	1000 – 1142 49.1%	1143 – 1586 13.0%
4	600 – 886 12.8%	887 – 999 28.6%	1000 – 1106 37.0%	1107 – 1724 21.6%
5	600 – 892 13.2%	893 – 999 24.8%	1000 – 1138 44.2%	1139 – 1730 17.8%
6	600 – 874 9.8%	875 – 999 29.4%	1000 – 1114 39.5%	1115 – 1699 21.3%
7	600 – 844 6.2%	845 – 999 34.9%	1000 – 1129 41.9%	1130 – 1652 17.0%
8	600 – 885 10.5%	886 – 999 31.2%	1000 – 1129 43.8%	1130 – 1636 14.6%



Impact: Student Performance - Mathematics

Grade	Below Basic	Basic	Proficient	Advanced
3	600 – 922 27.9%	923 – 999 23.6%	1000 – 1109 28.5%	1110 – 1594 20.0%
4	600 – 907 24.7%	908 – 999 30.8%	1000 – 1106 27.5%	1107 – 1627 16.9%
5	600 – 900 25.8%	901 – 999 31.4%	1000 – 1112 27.4%	1113 – 1594 15.4%
6	600 – 896 25.0%	897 – 999 35.2%	1000 – 1104 28.5%	1105 – 1531 11.3%
7	600 – 903 33.3%	904 – 999 33.6%	1000 – 1108 23.5%	1109 – 1536 9.6%
8	600 – 905 37.3%	906 – 999 32.8%	1000 – 1107 21.9%	1108 – 1558 8.0%



Impact: Making Comparisons

- It is not meaningful to directly compare students' scores on the new assessments to student scores from previous years
 - The 2015 PSSA measures different content than the previous years' PSSAs
 - Some content is now being taught a full grade level earlier than under the previous Academic Content Standards
 - The new standards require deeper knowledge, stronger problem solving and critical thinking skills
- It may be misleading to compare schools' SPP scores when grade configurations differ
 - For example, a Junior/Senior High School (7-12) score should not be directly compared to a Middle School (6-8) or High School (9-12) because the data sets differ



Impact: Making Comparisons

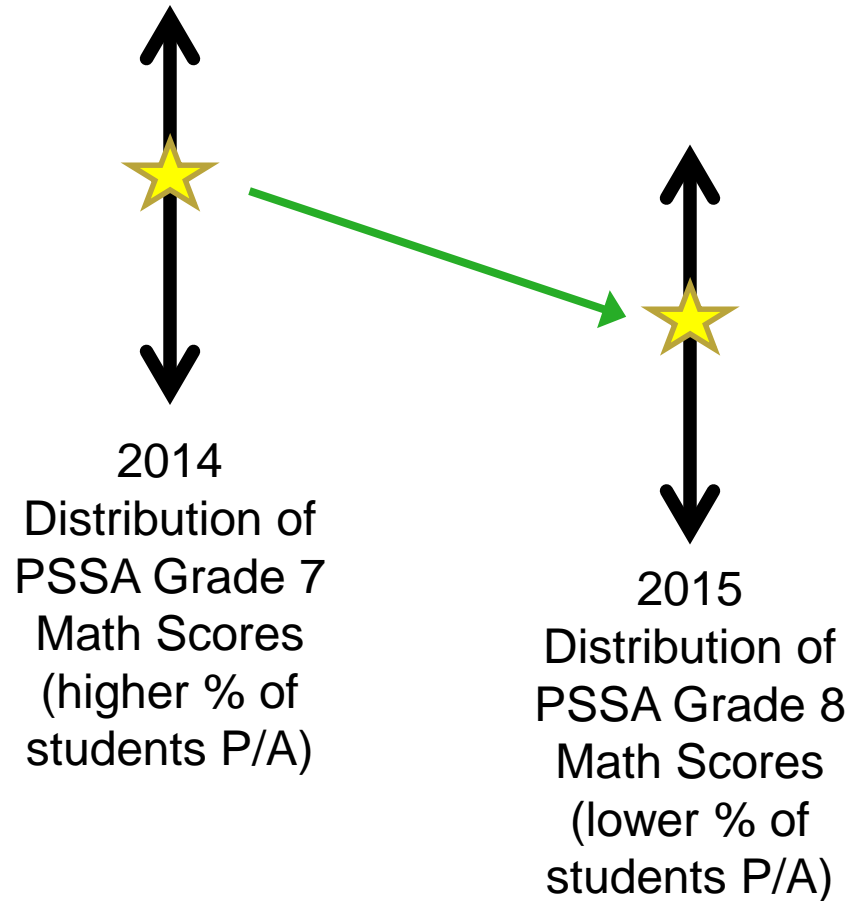
- Formative assessments need to be aligned with the new cut scores in order to yield accurate data about student performance
 - Classroom Diagnostic Tools
 - Benchmark Assessments

Impact: PVAAS

- The Pennsylvania Value Added Assessment System (PVAAS), will provide teachers and schools with reliable estimates of growth for the 2014-15 school year.
- Based on data and transitions in other states, it is unlikely that there will be a substantial decrease in PVAAS growth measures statewide.
- Other states that have adopted more rigorous standards and had fewer students proficient or advanced have not experienced sweeping changes in their PVAAS equivalent measure.



Impact: PVAAS Transition of PA State Assessments



**THIS IS AN
EXAMPLE
ONLY!**

Is the group of students (indicated by the yellow star) at the same RELATIVE position in the distribution of statewide scores from SY13-14 to SY14-15?

Yes = Green on PVAAS



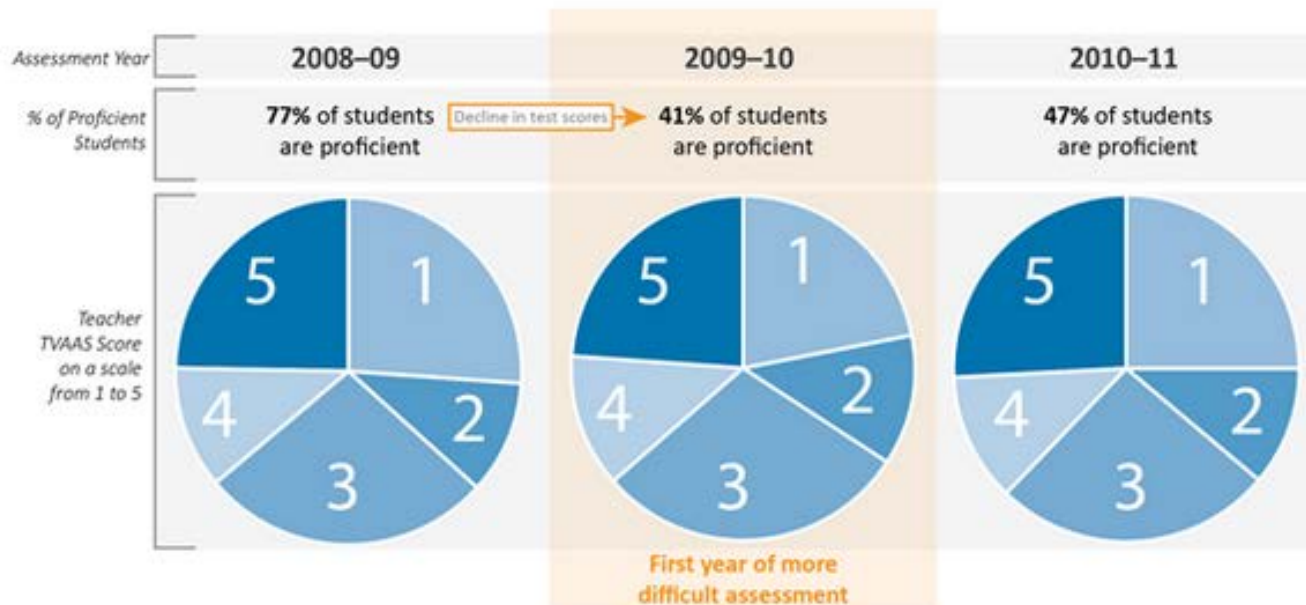
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Impact: Teacher Evaluation-PVAAS

Example: Change to more Rigorous Assessment TN, Same Value-Added Model (EVAAS) as PA

Consistency of Teacher TVAAS Scores

From 2009 to 2011, teacher TVAAS scores for Tennessee's Algebra I Assessment remained consistent despite a significant decline in student proficiency due to the implementation of a more difficult test in 2010.



*North Carolina recently went through a similar transition with their state assessment.
Value-Added Reporting was not impacted by the transition of their assessment.*



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Impact: Teacher Evaluation-PVAAS

Evidence: PVAAS and Pennsylvania's Assessment Transition in SY14-15

- After the PVAAS reporting is available in Fall 2015, statewide PVAAS data will be available for statewide summary results
 - School and teacher level reporting
 - Achievement data and growth data
- These data will be available for SY13-14 and SY14-15 in a report similar to TN's report
- Questions can be directed to pdepvaas@iu13.org



Impact: Teacher Evaluation

Teacher Observation/Practice

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Building Level Data/School Performance Profile

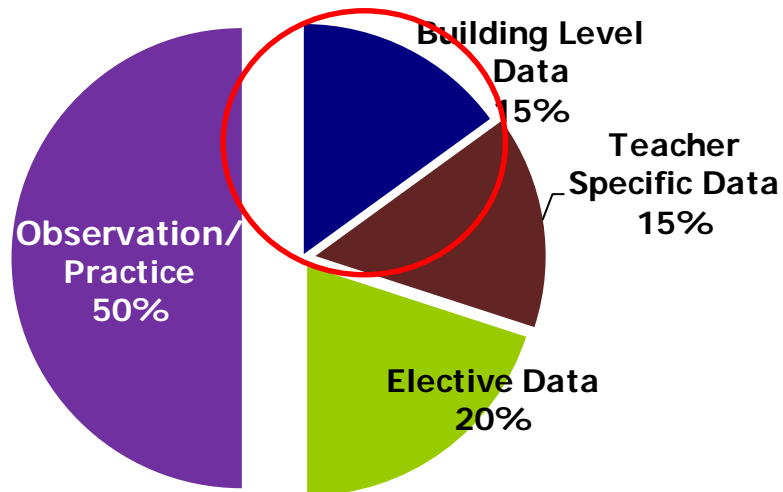
Indicators of Academic Achievement
Indicators of Closing the Achievement Gap, All Students
Indicators of Closing the Achievement Gap, Historically Underperforming Students
Indicators of Academic Growth /PVAAS
Other Academic Indicators
Extra Credit for Advanced Achievement

Teacher Specific Data

Student Performance on Assessments
PVAAS 3 - Year Rolling Average
IEP Goals Progress*
LEA Developed Rubrics*
**Student Learning Objective Process*

Elective Data*

District-Designed Measures and Examinations
Nationally Recognized Standardized Tests
Industry Certification Examinations
Student Projects Pursuant to Local Requirements
Student Portfolios Pursuant to Local Requirements
**Student Learning Objective Process*



Impact: SPP- Sample Elementary School 2014

Data Element	Maximum Measure	Performance Measure	x	Factor Value	=	Earned Points	Possible Points	
Indicators of Academic Achievement								
Mathematics/Algebra I - Percent Proficient or Advanced on PSSA/Keystone	100.00	66.67	x	7.50%	=	5.00	7.50	
ELA/Literature - Percent Proficient or Advanced on PSSA/Keystone	100.00	62.92	x	15.00%	=	9.44	15.00	
Science/Biology - Percent Proficient or Advanced on PSSA/Keystone	100.00	83.13	x	7.50%	=	6.23	7.50	
Grade 3 ELA - Percent Proficient or Advanced on PSSA	100.00	73.08	x	10.00%	=	7.31	10.00	
Indicators of Closing the Achievement Gap - All Students*								
Science/Biology - Percent of Required Gap Closure Met	100.00	0.00	x	1.25%	=	0.00	1.25	
Indicators of Closing the Achievement Gap - Historically Underperforming Students*								
Science/Biology - Percent of Required Gap Closure Met	100.00	0.00	x	1.25%	=	0.00	1.25	
Indicators of Academic Growth/PVAAS								
Mathematics/Algebra I - Meeting Annual Academic Growth Expectations	100.00	76.00	x	10.00%	=	7.60	10.00	
ELA/Literature - Meeting Annual Academic Growth Expectations	100.00	70.50	x	20.00%	=	14.10	20.00	
Science/Biology - Meeting Annual Academic Growth Expectations	100.00	78.00	x	10.00%	=	7.80	10.00	
Other Academic Indicators								
Promotion Rate	100.00	99.29	x	5.00%	=	4.96	5.00	
Attendance Rate	100.00	93.88	x	5.00%	=	4.69	5.00	
Total Points						=	67.14	92.50
Calculated Score						=	72.58	
Extra Credit for Advanced Achievement								
Percent PSSA/Keystone Advanced - Mathematics/ Algebra I	100.00	33.33	x	1.00%	=	0.33		
Percent PSSA/Keystone Advanced - ELA/Literature	100.00	9.99	x	2.00%	=	0.20		
Percent PSSA/Keystone Advanced - Science/Biology	100.00	33.73	x	1.00%	=	0.34		
Final Score = Calculated Score + Extra Credit for Advanced Achievement						=	73.4	

(Sample for illustrative purposes only.)



Impact: SPP- Sample Elementary School 2015

Data Element	Maximum Measure	Performance Measure	x	Factor Value	=	Earned Points	Possible Points	
Indicators of Academic Achievement								
Mathematics/Algebra I - Percent Proficient or Advanced on PSSA/Keystone	100.00	45.23	x	7.50%	=	3.39	7.50	
ELA/Literature - Percent Proficient or Advanced on PSSA/Keystone	100.00	60.90	x	15.00%	=	9.14	15.00	
Science/Biology - Percent Proficient or Advanced on PSSA/Keystone	100.00	83.13	x	7.50%	=	6.23	7.50	
Grade 3 ELA - Percent Proficient or Advanced on PSSA	100.00	62.10	x	10.00%	=	6.21	10.00	
Indicators of Closing the Achievement Gap - All Students*								
Science/Biology - Percent of Required Gap Closure Met	100.00	0.00	x	1.25%	=	0.00	1.25	
Indicators of Closing the Achievement Gap - Historically Underperforming Students*								
Science/Biology - Percent of Required Gap Closure Met	100.00	0.00	x	1.25%	=	0.00	1.25	
Indicators of Academic Growth/PVAAS								
Mathematics/Algebra I - Meeting Annual Academic Growth Expectations	100.00	76.00	x	10.00%	=	7.60	10.00	
ELA/Literature - Meeting Annual Academic Growth Expectations	100.00	70.50	x	20.00%	=	14.10	20.00	
Science/Biology - Meeting Annual Academic Growth Expectations	100.00	78.00	x	10.00%	=	7.80	10.00	
Other Academic Indicators								
Promotion Rate	100.00	99.29	x	5.00%	=	4.96	5.00	
Attendance Rate	100.00	93.88	x	5.00%	=	4.69	5.00	
Total Points						=	64.13	92.50
Calculated Score						=	69.33	
Extra Credit for Advanced Achievement								
Percent PSSA/Keystone Advanced - Mathematics/ Algebra I	100.00	17.43	x	1.00%	=	0.17		
Percent PSSA/Keystone Advanced - ELA/Literature	100.00	17.47	x	2.00%	=	0.35		
Percent PSSA/Keystone Advanced - Science/Biology	100.00	33.73	x	1.00%	=	0.34		
Final Score = Calculated Score + Extra Credit for Advanced Achievement						=	70.1	

(Sample for illustrative purposes only.)



Impact: SPP- Sample Middle School 2014

Data Element	Maximum Measure	Performance Measure	x	Factor Value	=	Earned Points	Possible Points	
Indicators of Academic Achievement								
Mathematics/Algebra I - Percent Proficient or Advanced on PSSA/Keystone	100.00	80.03	x	10.00%	=	8.00	10.00	
ELA/Literature - Percent Proficient or Advanced on PSSA/Keystone	100.00	76.87	x	20.00%	=	15.37	20.00	
Science/Biology - Percent Proficient or Advanced on PSSA/Keystone	100.00	74.07	x	10.00%	=	7.41	10.00	
Indicators of Closing the Achievement Gap - All Students*								
Science/Biology - Percent of Required Gap Closure Met	100.00	100.00	x	1.25%	=	1.25	1.25	
Indicators of Closing the Achievement Gap - Historically Underperforming Students*								
Science/Biology - Percent of Required Gap Closure Met	100.00	100.00	x	1.25%	=	1.25	1.25	
Indicators of Academic Growth/PVAAS								
Mathematics/Algebra I - Meeting Annual Academic Growth Expectations	100.00	52.50	x	10.00%	=	5.25	10.00	
ELA/Literature - Meeting Annual Academic Growth Expectations	100.00	50.00	x	20.00%	=	10.00	20.00	
Science/Biology - Meeting Annual Academic Growth Expectations	100.00	94.00	x	10.00%	=	9.40	10.00	
Other Academic Indicators								
Promotion Rate	100.00	100.00	x	5.00%	=	5.00	5.00	
Attendance Rate	100.00	95.15	x	5.00%	=	4.76	5.00	
Total Points						=	67.69	92.50
Calculated Score						=	73.18	
Extra Credit for Advanced Achievement								
Percent PSSA/Keystone Advanced - Mathematics/ Algebra I	100.00	56.39	x	1.00%	=	0.56		
Percent PSSA/Keystone Advanced - ELA/Literature	100.00	26.59	x	2.00%	=	0.53		
Percent PSSA/Keystone Advanced - Science/Biology	100.00	31.94	x	1.00%	=	0.32		
Percent Advanced - Industry Standards-Based Competency Assessments	0.00	0.00	x	0.00%	=	0.00		
Percent 3 or Higher on an AP Exam or 4 or Higher on an IB Exam	0.00	0.00	x	0.00%	=	0.00		
Final Score = Calculated Score + Extra Credit for Advanced Achievement						=	74.5	

(Sample for illustrative purposes only.)



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Impact: SPP- Sample Middle School 2015

Data Element	Maximum Measure	Performance Measure	x	Factor Value	=	Earned Points	Possible Points	
Indicators of Academic Achievement								
Mathematics/Algebra I - Percent Proficient or Advanced on PSSA/Keystone	100.00	34.27	x	10.00%	=	3.43	10.00	
ELA/Literature - Percent Proficient or Advanced on PSSA/Keystone	100.00	59.37	x	20.00%	=	11.87	20.00	
Science/Biology - Percent Proficient or Advanced on PSSA/Keystone	100.00	74.07	x	10.00%	=	7.41	10.00	
Indicators of Closing the Achievement Gap - All Students*								
Science/Biology - Percent of Required Gap Closure Met	100.00	100.00	x	1.25%	=	1.25	1.25	
Indicators of Closing the Achievement Gap - Historically Underperforming Students*								
Science/Biology - Percent of Required Gap Closure Met	100.00	100.00	x	1.25%	=	1.25	1.25	
Indicators of Academic Growth/PVAAS								
Mathematics/Algebra I - Meeting Annual Academic Growth Expectations	100.00	52.50	x	10.00%	=	5.25	10.00	
ELA/Literature - Meeting Annual Academic Growth Expectations	100.00	50.00	x	20.00%	=	10.00	20.00	
Science/Biology - Meeting Annual Academic Growth Expectations	100.00	94.00	x	10.00%	=	9.40	10.00	
Other Academic Indicators								
Promotion Rate	100.00	100.00	x	5.00%	=	5.00	5.00	
Attendance Rate	100.00	95.15	x	5.00%	=	4.76	5.00	
Total Points						=	59.62	92.50
Calculated Score						=	64.45	
Extra Credit for Advanced Achievement								
Percent PSSA/Keystone Advanced - Mathematics/ Algebra I	100.00	9.60	x	1.00%	=	0.10		
Percent PSSA/Keystone Advanced - ELA/Literature	100.00	17.63	x	2.00%	=	0.35		
Percent PSSA/Keystone Advanced - Science/Biology	100.00	31.94	x	1.00%	=	0.32		
Percent Advanced - Industry Standards-Based Competency Assessments	0.00	0.00	x	0.00%	=	0.00		
Percent 3 or Higher on an AP Exam or 4 or Higher on an IB Exam	0.00	0.00	x	0.00%	=	0.00		
Final Score = Calculated Score + Extra Credit for Advanced Achievement						=	65.2	

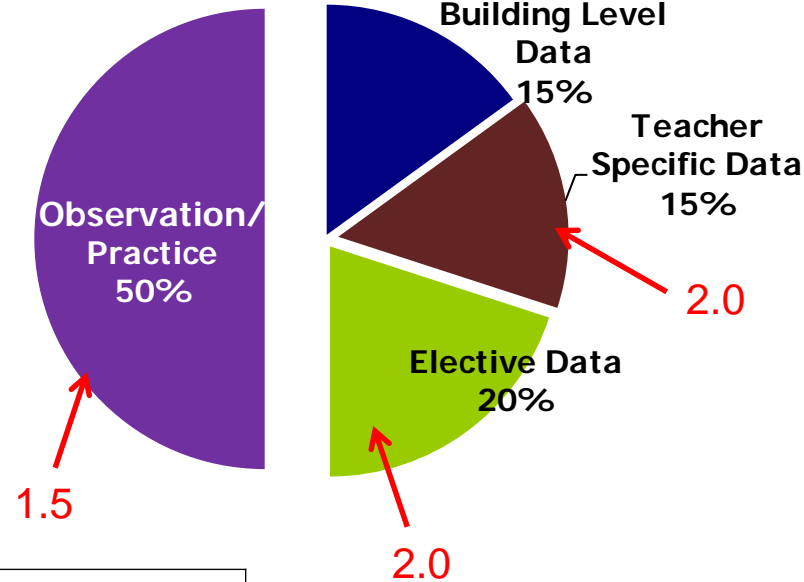
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Impact: Sample Classroom Teacher Evaluation (15% SPP)

Teacher Rating (Observation- Practice, Teacher Specific, Elective)	Building Rating 2014-15 (0 to 3 scale)	Overall Teacher Rating for 2014-15
Average for this teacher before SPP would be 1.7 (This is not earned points!)	100 or (3)	1.90
	90 or (2.5)	1.83
	80 or (2)	1.75
	70 or (1.5)	1.68
	60 or (.5)	1.53
	50 or (.41)	1.51



Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished

(Sample for illustrative purposes only.)



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Next Steps: Communication Resources for Districts and Schools

As schools prepare to distribute PSSA scores to parents this fall, the need for effective communication to stakeholders is critical. The Pennsylvania Department of Education offers the following resources to assist schools and all may be customized to meet local needs.

PSSA Focus Points for Schools – This document provides concise background information on the new assessments, their purpose, and the cut score process.

Transition Timeline for the PA-Core aligned PSSA – This timeline offers an historical perspective – from the initial adoption of the Common Core State Standards through the release date for the student results.

When Parents Receive Test Scores: Talking to Your Student - Written in parent-friendly terms, this document offers talking points for parents as they share PSSA results with their children.

Five Key Points Educators Should Know About the New PSSA – These key points are talking points educators should have as they process PSSA testing and results with colleagues and converse with parents and students.

Five Key Points Parents Should Know About the New PSSA – Somewhat similar to *When Parents Receive Test Score: Talking to Your Student*, these five items highlight the new test, performance levels, scoring protocol, and the importance of putting the assessment results in perspective.

Four Key Points Students Should Know About the New PSSA - In easily understood language, these topics highlight the new assessments, the greater challenge, and the work schools are doing to match instruction with new standards.

Five Key Points Policy Makers Should Know About the New PSSA – This document is intended for use with policy makers.



Next Steps: Instructional Resources for Districts and Schools

- PDE offers a variety of supports and tools through the Standards Aligned System:
 - Revised Curriculum Frameworks and Maps
 - Classroom Diagnostic Assessment-Updated to reflect PSSA 2015 cut scores
 - Voluntary Model Curriculum
 - Grade Level Emphasis Guides
 - PA Learns iTunesU (K-12 Math and ELA Courses)
 - Assessment Anchors and Eligible Content



Next Steps: Other

- State System of Support technical assistance via Intermediate Units to help LEAs as they continue to transition to the PA Core
- School Performance Profile
 - Exploring more holistic approaches to measure College and Career Readiness
 - Stakeholder feedback to inform policy decisions

PDE Communications Plan

- Disseminate communication resources to LEAs
- Gather stakeholder feedback to inform key messages, outreach and updates
- Provide media with background and understanding of new assessments
- Disseminate a comprehensive, statewide press release to include data, quotes and context
- Maintain regular communication with lawmakers
- Modify PA Performance Profile website to provide context of new assessment and scores
- Create a PSSA information tab from main PDE website to ease navigation and heighten transparency
- Use social media to deliver key messages
- Include direct messaging to parents with the Individual Student Reports that are sent home in the fall



Questions or Suggestions?



Send Questions to: PSSA2015@pattan.net

Send Suggestions to: pdesuggestions@pattan.net