THE SCHOOL DISTRICT OF
PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS

MARKING GUIDELINES

School Year 2021-2022

GRADES 1 -3

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> **Note:** These Amended Marking Guidelines are the result of feedback from the field regarding subject area grading. No policy changes have been made; however, the content is streamlined to provide quick, relevant information for consistent grading. Additional resources on content areas, Students with Disabilities, and English Learners (EL) are available in the Marking Guidelines Appendices.

Introduction

The School District of Philadelphia has implemented a Common Core Standards-driven curriculum with aligned assessments in all content areas. The purpose of this document is to ensure consistency across the district as teachers calculate report card grades which reflect their classroom-based data and observations. Ultimately, it is expected that teachers use this guide as a tool in their professional decision-making while assigning marks, supported by evidence of daily formal and informal observations.

For further guidance on instruction, please refer to the [Academic Framework](). The Academic Framework is an all-inclusive resource that contains content-specific expectations and essential practices to support educators in making instructional decisions.

According to the Pennsylvania Department of Education's Chapter 4 regulations, all students are required to be instructed in all core content areas including the Arts (Visual Arts, Music, Theater, and Dance), Health, and Physical Education during the school year. In some cases, schools are not able to provide these subjects during a given Term. If a classroom teacher does not provide the Arts, Health, or Physical Education, then no grade will be given during that particular Term.

The alphanumeric Equivalency Chart below reflects the numerical mark assigned to each letter grade and is applied to all subject areas:

Numerical scores for all content areas should be converted into the following letter grades:
100–90 = A
89–80 = B
79–70 = C
69–60 = D
59-50 = F

Notes:
- Students whose final average falls below a 60 will receive an "F" on the final report card.
- Universal Screening Assessments are <u>not</u> a part of the report card grade**.** They are used as formative assessments to guide instruction.
- Students participation in Online Adaptive Programs are not a part of the report card grade. However, it should be considered as support and progress monitoring of students' performance on tasks aligned to the curriculum.

Board of Education Policies

<u>**Definitions**</u>

Board Policy – general written statement by the Board defining its expectations or position on a particular matter and authorizing or delegating responsibilities to implement appropriate actions to govern those expectations. Board policies authorize a framework within which the Superintendent and staff can implement assigned duties with positive direction. Policies are broad principles adopted by the Board to chart a course of action. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel through administrative procedures.

Administrative Procedures – written documents based on policy that outline and describe the means by which a policy should be implemented, specific responsibilities or action steps, consequences for violations, and could include sample forms or guides.

<u>**213 – Assessment of Student Progress**</u>

The Board of Education (the "Board") recognizes that a system of marking student progress and achievement can help the student, teachers, parents, and guardians to better assess the student's progress toward educational goals. The Board also acknowledges the value of a system of computing grade point averages and class ranking for senior high school graduates to inform students, parents, and others of each graduate's relative academic placement among his/her peers.

- [Board Policy](#)
- [Administrative Procedures](#)

<u>**215 – Promotion and Retention**</u>

The Board of Education (the "Board") of the School District of Philadelphia is committed to excellence in student achievement and recognizes the importance of a district-wide promotion policy which supports students' grade placement in a setting most appropriate for personal, social, academic, and physical growth.

- [Board Policy](#)
- [Administrative Procedures](#)

<u>**217 – Graduation Requirements**</u>

The purpose of this policy is to acknowledge each student's successful completion of a School District approved instructional program by an award of a diploma or certificate.

- [Board Policy](#)
- [Administrative Procedure](#)

Students with Disabilities

Grading of students who have Individualized Education Plans (IEPs) should be in collaboration with the special education teacher(s) that service the student. If a student has a 504 Accommodation Plan that requires accommodations in the educational setting, grading should be in collaboration with the 504 team members.

Students who have Individualized Education Plans (IEPs) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards as determined by their IEP team. Students who have IEPs are a heterogeneous group with various disabilities which impact learning..

IEP teams, including the family of the student, determine the accommodations and modifications appropriate for the student. For some students with accommodations, the content of the standard remains the same, but the method of learning and demonstrating mastery of the standard may be adjusted.

Modifications, on the other hand, may mean changing identifying standards that are fundamentally related to the student's grade level but are also developmentally appropriate, effecting a change in the learning goal for the student. The IEP team makes decisions regarding what content areas, if any, require modifications of the grade level standards. The adaptations should result in grades that communicate clear information to students and their families.

For all students who have an IEP, **a progress monitoring report must be provided with the report card** that states how students are performing on appropriately challenging learning tasks as outlined in the goals and objectives of their IEP.

Students who have IEPs may not be given a failing mark, due to factors directly impacted by their disability. For any failing marks, teachers (special education and classroom) must provide consistent and thorough documentation for each marking period in which an IEP student receives failing marks. There must be evidence that instruction was provided per the student's IEP. In addition, families must be notified when a student is not making sufficient progress, and it is recommended that the IEP team reconvene an IEP meeting to discuss failing marks and any lack of progress, as well as any additional supports or services that the student requires to make progress.

A student who has an IEP may have an instructional and independent reading level(s) that is below grade level because of their disability. When this is the case, a below-grade reading level is not sufficient cause to lower the student's reading grade.

English Learners (ELs)

- English Learners may not be given a failing mark based on their level of English proficiency. For any failing marks, teachers (classroom and ESL) must provide documentation that instruction was scaffolded and multiple forms of assessment were utilized.
  → *Documentation may include lesson plans with scaffolded tasks for English Learners and scaffolded assessments.*
- In addition, parents must be notified in their preferred home language when a student is not making sufficient progress. Translation help can be found [HERE](#).
- An English Learner's instructional and independent reading level(s) may be below grade level because of his/her English language proficiency level. When this is the case, a below-grade reading level is not sufficient cause to lower a student's reading grade.
- The classroom teacher must collaborate with the ESL teacher when determining the reading, writing, and oral communication grades.
- Grading in all subjects must follow the same procedures outlined in the alphanumeric Equivalency Chart. However, teachers must use the WIDA Proficiency Level Descriptors, to inform scaffolded instruction and assessments.
- Grades must be determined based on scaffolded instruction and assessment.
- Students that have been in the country less than 15 school days may be given a NG (No Grade). The reason code is "No grade due to late admission."

Promotion Policy (as applies to grades 1-8)

- In grades 1 and 2, students must pass reading and math.
- In grades 3 through 7, students must pass reading, math and science.
- In grade 8, students must pass reading, math, science and social studies.

Policy Statement

The policy of the School District of Philadelphia requires all students to meet specified requirements for promotion and the School District requires all students to meet specified requirements for promotion and graduation in accordance with federal, state and local guidelines.

The policy of the School District of Philadelphia requires all students to meet specified requirements in addition to specified local, state and federal requirements.

Children with disabilities will be promoted or will graduate if their IEP team has set forth promotion or graduation requirements in their IEP that differ from those set forth in this document.

Policy Procedures

Principals are required to monitor all report card grade entries made by teachers.

Grading Policy

All grades will be recorded in the district-provided electronic grade book in Infinite Campus, the Student Information System. It is suggested that students receive written feedback twice weekly. Therefore, at a minimum, teachers would enter at least two grades (including homework, classwork, classroom based assessments, projects etc.) per week.

General Guidance on Grading

Guidance:
Grades are a way to succinctly communicate about students' academic progress. They should not be used to measure, reward, or punish students' attendance or compliance with classroom rules, the resources available to the student outside the classroom, or the timeliness of the submission of the work within the marking period. To that end, students should be given multiple opportunities (through classwork, assessments, homework, projects etc.) to demonstrate their learning in a variety of modalities, and be given chances to revise or re-attempt assignments to show growth in learning.

Assessments:
Summative assessments are meant to demonstrate a students' mastery of standards, it is recommended that students be given the opportunity to retake tests or be given opportunities to demonstrate their knowledge in alternate modalities (e.g. open written response, oral explanation).

Performance-Based Learning:
Performance-Based Learning includes unit-level Performance Assessments, projects, labs, research assignments, learning portfolios, and presentations.

Classwork:

This category should be used to give students the opportunity to demonstrate their learning in a variety of ways during class time; classwork is an opportunity for students to demonstrate their progression of learning. Graded classwork should reflect independent work in which the student demonstrates their learning independently; group work and guided practice are not recommended to be included in a grade. The classwork grade should not be used as a disciplinary tool; absences, latenesses, and violations of class rules should be handled using an appropriate classroom- or school-level consequence.

Homework:
When given, homework assignments should serve as an opportunity to meaningfully connect to learning outside of the classroom. Appropriate purposes for homework include re-engaging with a skill or process that students can do independently but not fluently, choice reading, opportunities for students to connect their learning to their own experiences, and allowing students to explore topics of their own interest.

Students should be able to complete homework assignments independently with relatively high success rates, but still find the assignments challenging enough to be interesting. Family members can be involved in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring family members to act as teachers or to enforce students' homework completion.

Carefully monitor the amount of homework assigned so that it is appropriate to students' age levels and does not take too much time away from other home activities. Subject area teachers should work collaboratively with their colleagues to determine that the total amount of homework students are receiving across content areas is appropriate.

ELA

In adherence with the Common Core Standards for reading, the purpose of a reading assessment is to measure a student's ability to gather, comprehend, evaluate, synthesize, report on, and interact with an extensive range of print. Teachers evaluate student progress using the following:

- Reading Assessments (Star, formative assessments, summative assessments, etc.)
- Anecdotal Records
- Student-teacher conferences
- Observations
- Analysis of Writing Samples

Students must receive grade appropriate instruction in phonemic awareness, phonics and vocabulary in order to develop fluency and comprehension. Effectively monitoring student progress allows teachers to select appropriate instructional materials to scaffold and sustain student reading–level growth.

Appropriate instructional material is **comprised of varied text** that is inclusive of but not limited to:
- multiple modalities (narrative, informational, argumentative, etc.)
- multiple themes

- grade-level text complexity
- reading behaviors across bands
- student interests
- interdisciplinary work

Grading should be aligned with the Common Core State Standards and the School District of Philadelphia ELA Instructional Expectations Guide.

Oral Communication

Students need ample opportunities to take part in a variety of rich, structured conversations. Being productive members of these conversations requires that students contribute accurate, relevant information and engage in discourse to expand the conversation.

Students must:
1. Contribute to large and small group discussions on grade-level topics and follow discussion rules such as listening to others, speaking one at a time, and staying on topic.
2. Retell a story in sequence using key story elements for fiction, as well as main ideas and details for non-fiction.
3. Relate a personal experience with relevant details expressing ideas and feelings clearly.
4. Ask questions to obtain information, clarify something that is not understood, or gather additional information to deepen understanding.

Assess the student's competency in each component according to the following levels, and input a numerical equivalent in the online system:
A (100-90) - Student consistently uses communication skills in all 4 components
B (89-80) - Student frequently uses communication skills in 3 of the 4 components
C (79-70) - Student usually uses communication skills in 2 of the 4 components
D (69-60) - Student sometimes uses communication skills 2 of the 4 components
F (59-50) - Student rarely uses communication skills in the 4 components

Grading should be aligned with the Common Core State Standards and the School District of Philadelphia ELA Instructional Expectations Guide.

Writing

Students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding, conveying thoughts, feelings, and experiences (real and imaginary). The writing grade measures development and

growth over time by assessing a collection of writing and multiple modes of writing (Informative/Explanatory, Persuasive, or Narrative). Due to a wide range of writing development across grades 1 – 3, various rubrics are used at each grade to reflect the student's development towards conventional writing.

First and Second Grade:

- Writing samples are scored using grade-specific Pennsylvania Writing Assessment Domain Scoring Guidelines (**See Appendix**).
- For first grade, writing samples are initially scored using the "Developmental Writing Stages" rubric (**See Appendix**). As a student's writing progresses and shows evidence of focus, content, organization and conventions, the Pennsylvania Writing Assessment Domain Scoring Guide for Grades 1 and 2 is used. **FOR STUDENTS WHO HAVE NOT MASTERED THE DEVELOPMENTAL STAGES OF WRITING, PLEASE ENTER A NUMERIC SCORE UNDER THE STAGES OF WRITING AND AN NG, AS OPPOSED TO AN F, UNDER THE WRITING RUBRIC SCORE IF THE STUDENT IS BELOW STAGE 5.**
- Each writing sample receives a score for each domain (focus, content, organization, style and conventions).
- For each writing sample, add the scores in all the domains and get a composite score of up to 20 points.
- Add all the composite scores together and divide by the total number of samples to get a rubric score for writing.
- Convert the rubric score into a numerical score and report card grade using the table below to generate a report card grade.

Third Grade:

- Writing samples are scored using the Pennsylvania Scoring Guidelines for Opinion, Informative/Explanatory and Narrative Writing (**See Appendix**).
- Included in **Appendix** is the Pennsylvania Rubric for Short Answer Responses. Students should be exposed to this rubric for writing by the end of third grade.
- Each writing sample receives a score based on the Scoring Guide specific to the mode of writing.
- The rubric score is the composite score up to 4 points.
- Add all the composite scores together and divide by the total number of samples to get a rubric score for writing.
- Convert the rubric score into a numerical score and report card grade using the table below to generate a report card grade.

Grading is to be aligned with the Common Core State Standards and the School District of Philadelphia ELA Instructional Expectations Guide.

See Appendix for all Pennsylvania Writing Rubrics.

Mathematics

The goal of mathematics instruction is to promote conceptual understanding while supporting procedural fluency and application. Mathematical proficiency in grades 1-3 includes Numbers and Operations in Base Ten, Operations and Algebraic Thinking, Geometry, and Measurement and Data. Students in grade 3 begin to study Numbers and Operations – Fractions.

Teachers should support students consistently as they:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Grading is to be aligned with the Common Core State Standards and the School District of Philadelphia [Mathematics Instructional Guide.](#)

Science

Science instruction and assessment should be consistent with the guidelines found in the Science section of the [Academic Framework](#) and the [General Guidance on Grading](#) found in this document.

Social Studies

In social studies, focus questions and global themes that are traditional allow students to understand self, neighborhood, community, city, state, nation and the world.

Teachers have multiple opportunities to evaluate student progress using a variety of assessment strategies (chapter tests, unit exams, journal writing, performance-based assessments, research, etc.).

Digital Literacy and Technology Skills

The purpose of assessing digital literacy and technology skills is to measure proficiency as indicated in PA Business, Computers, and Informational Technology Standards.

Teachers are encouraged to use multiple opportunities to evaluate student progress using the following suggested assessment tools:

- Anecdotal record
- Class participation
- Finished projects (individual/group)
- Logs
- Portfolios
- Presentations
- Quizzes/tests
- Reports

Scoring: Multiple assessments are needed to calculate one report card grade.

Assessment for each marking period should be based on the following Digital Literacy and Technology Strands:

- Computing and Society: Internet Safety
- Digital Tools and Collaboration
- Digital Media and Literacy
- Computer Science Fundamentals and Coding

Health

In adherence with our instructional model based on the national, state and local standards, the purpose of assessment is to measure a student's acquisition of knowledge and skills related to health concepts. These concepts include personal health, human growth and sexuality, nutrition and disease prevention. Teachers use a variety of assessment formats to determine skill acquisition as it relates to health concepts.

Instructional Factors in Health Education

The planned instruction for Health Education is based on the scope and sequence developed around the national, state, and local standards for Health Education. Student progress is based on the acquisition of knowledge and skills related to health concepts.

Health Education **concepts** include:
- personal health
- mental health

- healthy behaviors
- tobacco, alcohol and other drugs
- consumer health
- environmental health
- nutrition
- physical activity
- injury prevention
- disease prevention

Health Education **skills** include:
- the ability to access accurate health information
- ability to practice health enhancing behaviors
- ability to analyze the influences of culture, media and technology
- the ability to use interpersonal communication skills
- the ability to use goal-setting and decision-making skills to enhance health
- the ability to advocate for personal, family and community health.

The goal of the Health Education curriculum is to promote accurate, age-appropriate health-literacy among all children.

Year at a Glance
The Health Education scope and sequence includes the concepts, skills and assessment suggestions necessary to provide rich instruction and to assess knowledge and skills. The Year at a Glance document fully supports standards-based teaching, including multiple opportunities for project-based, interactive activities that promote wellness. The Health Education Year at a Glance can be found on the OCI INstructional Planning Page: https://sites.google.com/philasd.org/ocidigital. The Year at a Glance defines the concepts and skills to be taught throughout the school year.

Physical Education

 In adherence with our instructional model based on the national, state and local standards for physical education, the purpose of assessment is to measure a student's knowledge and skills that will help them maintain an active and healthy lifestyle. Assessment is ongoing and progressive as students practice and improve skills and knowledge in the areas of movement and principles of exercise.

Instructional Factors in Physical Education

The School District of Philadelphia planned instruction for Physical Education is based on a scope and sequence that was developed around the National, State and Local standards for Physical Education. The Physical Education standards are designed to provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthy lifestyle. By becoming and remaining physically healthy, students will increase their chances of achieving at their highest academic potential. Student progress is based on the acquisition of knowledge and skills related to physical activity and wellness. It is critical for instructors to assess

student progress in the affective, cognitive and physical domains of learning. The goal of the Physical Education curriculum is to develop positive attitudes towards healthy lifestyles, lifelong participation in physical activity and wellness activities.

<u>Year at a Glance</u>

The scope of Physical Education includes the concepts, skills and assessment suggestions necessary to provide rich instruction and to assess students' knowledge and skills. The Year at a Glance fully supports standards based teaching and serves as a vital resource for physical education teachers as they guide students toward self-directed, independent, and cooperative learning and living consistent with real-life experiences. The Physical Education Year at a Glance can be found on the OCI Instructional Planning Page: https://sites.google.com/philasd.org/ocidigital..The Year at a Glance document defines the concepts to be taught throughout the school year.

A physically literate person:
1- demonstrates competency in a variety of motor skills and movement patterns
2- applies knowledge of concepts, principles, strategies and tactics related to movement and performance
3- demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
4- exhibits responsible personal and social behavior that respects self and others
5- recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Visual Arts

Instructional Factors in Visual Arts

The primary purpose of the assessment of visual arts is to measure achievement of students in artistic expression and response, acquisition of art knowledge, skills mastered and attitudes enriched through rigorous investigation of the four major disciplines of art education: art production, art history, art criticism and aesthetics.

Teachers are to use the Core Curriculum in Art Education that describes the standards, content, skills and assessments for each grade K through 12 in four terms. The Core Curriculum is based on an orderly learning sequence of cumulative instruction that allows the student to progress through increasingly complex aspects of the discipline. The document describes what students should know and be able to do at each grade level and encourages the infusion of the visual arts across the curriculum through an interdisciplinary approach to learning. Included in the Core Curriculum are performance examples that illustrate the benchmarks at each grade level and appropriate assessment tools to evaluate student learning in the visual arts.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: projects (individual/group) that are rubric based, portfolios, journaling/reflective writing, quizzes/tests, anecdotal records, reports, teacher and or peer critiques, oral presentations and class participation.

Assessment for each term should be based on the student engagement in the following:

Art Production	Demonstration of technical skill using variety of media, techniques and processes Understanding and application of elements and principles
Art history and cultural contexts	Responding perceptively to works of art and artifacts from diverse cultures
Art criticism	Describing, analyzing and synthesizing to making informed judgments
Aesthetics	Reflective thinking about the meaning of art and its role in society.
Class participation	Prepared, contributes to discussion, shows interest in and respects others' views, involved in small group activities

Music

Instructional Factors in Music

"Music Education is an aural art form that satisfies the human need to respond to life experiences through singing, listening, and/or playing an instrument."

The primary purpose of the assessment of vocal and instrumental music is to measure achievement of students in a variety of music experiences that include:
1. performing, listening/responding, and creating;
2. providing multicultural and historical perspectives of music that reflect a wide diversity of peoples, styles, and times; and
3. providing appropriate assessment tools to evaluate student learning in vocal and instrumental music.

Teachers are to use the Core Curriculum in Music Education that describes the standards, content, skills and assessments for each grade K through 12 in four terms. The Core Curriculum is based on a sequential order of cumulative instruction that allows the student to progress through increasingly complex aspects of the discipline. The document describes what students should know and be able to do at each grade level and encourages the integration of music across the curriculum through an interdisciplinary approach to learning. Included in the Core Curriculum are instructional models that illustrate the benchmarks at each grade level and appropriate assessment tools to evaluate student learning in vocal and instrumental music.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: Student performances (individual/group), portfolios, journal entries, reflective writings, rubrics, quizzes/tests, anecdotal records, reports, peer reviews, oral presentations, checklists, logs, class participation and homework.

Performance: singing, playing an instrument, movement (at least 3 performances – individual/group)
Elements & Principles: rhythm, melody, form, dynamics
Historical and Cultural Contexts
Critical Response
Aesthetic Response
Class Participation

Dance

Instructional Factors in Dance

Dance education develops the knowledge and skills required to create, perform, and understand movement as a means of artistic communication. A comprehensive education includes improvisation, technique, choreography, performance, observation and analysis.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: projects (individual/group) that are rubric based, portfolios, journaling/reflective writing, quizzes/tests, anecdotal records, reports, teacher and or peer critiques, oral presentations and class participation.

Assessment for each term should be based on the student engagement in the following:

Performance	Demonstration of technical skills using variety of techniques and genres Understanding and application of elements and principles
Historical and Cultural Contexts	Identifies and interprets dance based on ancient and current cultures
Critical Response	Describing, analyzing and synthesizing to making informed judgments of dance performances
Aesthetic Response	Reflective thinking about the meaning of dance and its role in society
Class Participation	Prepared, contributes to discussion, shows interest in and respects others' views, involved in small group activities

Theater

Instructional Factors in Theater

"Theater Education is an interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation and multimedia production."

Theater encompasses all of the arts. Theater is a social art that depends on a collaborative group process, builds interpersonal collaboration skills using project-based learning.

Theater courses afford students the opportunity to present uniquely personal representations of text and ideas. It offers students complex problem-solving skills and strengthens communication and social skills through performing, producing, technical skills, and script writing.

Theater is an excellent vehicle to create school-based character education programs as well as teach students the discipline of maintaining work timelines and schedules.

Performance	Demonstration of technical skills using variety of techniques and genres
Historical and Cultural Contexts	Identifies and interprets theatre styles based on ancient and current cultural performance genres
Critical Response	Describing, analyzing and synthesizing to making informed judgments of theatrical performances
Aesthetic Response	Reflective thinking regarding the meaning of theatrical performances and its role in society
Class Participation	Prepared, contributes to discussion, shows interest in and respects others' views, involved in small group activities

World Language

In adherence with our instructional model based on the American Council for the Teaching of Foreign Languages National Standards, the purpose of assessment is to evaluate a student's level of communication skills (listening, speaking, reading and writing) in world language. Teachers have multiple opportunities to evaluate student progress by using oral and written tests, and activities such as dialogues and presentations.

Instructional Factors in World Languages

Assessment in World Language classrooms is ongoing with teachers assessing students' communicative skills. Students are encouraged to speak in the target language whenever possible. The quality of student communication in the target language improves with consistent practice.

In World Language the teacher focuses on four major skill areas: Listening, Speaking, Reading, and Writing with the ultimate goal being proficiency in communication. The following assessments may be used to measure performance and achievement levels:

- Teacher made oral and written assessments
- Class work and participation
- Oral and written (individual and group) discussion
- Quizzes
- Journals
- Portfolios

STAR Screening Report and Need for Intervention

In grades 6-8, STAR data will be one factor used to determine if a student is in need of intervention. Please see the chart below for the specific breakdown of percentile ranks on the STAR Screening Report.

- **Complete Breakdown of Percentile Ranks on the STAR Screening Report**:
  - 40% and Above = on grade-level and above
  - 39% - 25% = on watch
  - 24% - 10% = Strategic Intervention
  - 9% and Below = Intensive Intervention

The percentile rank a student is placed into is a singular data point. **Teachers must use the STAR data in conjunction with other data points** (observations, anecdotal records, formative assessments, summative assessments, other diagnostics, etc.) **to decide if a student actually requires an intervention.**

APPENDICES

Pennsylvania Department of Education's Reading Response Rubric

(Guidelines for the Grade 3: *3 Point Short Answer Questions*)
The PSSA open-ended items for Reading ask students to organize their thinking and statements in a short, concise manner, using patterns of development that focus on the meanings of the texts. The classroom teacher uses this rubric to score the open - ended items for Reading.

GENERAL DESCRIPTION OF SCORING GUIDELINES FOR READING

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, 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 material for scoring.
- The response is inaccurate in all aspects.

0 Points

- The response provides insufficient material for scoring
- The response is inaccurate in all aspects

Categories within zero reported separately:
- BLK (blank) - No response or written refusal to respond or too brief to determine response
- OT - Off task/topic
- LOE - Response in a language other than English
- IL - Illegible

NOTE: By the End of Grade 3, Students should be exposed to the <u>Grade 4 – 8 Text Dependent Analysis Rubric</u> (below).

PSSA READING   GRADES 4-8 REFERENCE

PSSA TEXT-DEPENDENT ANALYSIS SCORING GUIDELINES

Score Point	Description	Score Point	Description
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 • Skillful 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

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Writing

Instructional Factors in Using the Developmental Writing Stages Rubric in Grade 1

- Students will develop as writers at their own pace as teachers model and provide reading and writing experiences.
- Writing in grade 1 should not be expected to move sequentially from Stage 1 to Stage 6.
- Writing samples from an individual student may move back and forth between stages depending on different writing experiences throughout the school year.
- Each writing sample is viewed as a whole and is assessed holistically.
- For assessment purposes, emphasis should be placed on message and content before control of conventions of print.
- The stage of a student's writing can be determined by identifying the pattern that most closely matches the student's writing.

Instructional Factors in Writing Grades 1-3

- Students must be given the opportunity to learn about and practice effective writing.
- As students try new genres and experiment with different literary techniques their work should not be graded. This specific collection of writing allows students to reflect on their growth as writers and provides a view of the student's development and growth over time.
- Literature that is read aloud and shared provides examples of the writing craft students should model and adapt in their writing.
- Writing may be in response to reading, to learning in the content areas (science, social studies, music, etc.), to a prompt, or on self-selected topics.
- Published pieces should be revised for content, focus, style, and organization, edited for conventions and prepared for display.
- Students may work on a single writing sample over a period of time as they revise, improve, and change their writing.
- Each report period, students should be exposed to and have opportunities with multiple modes of writing (narrative, information, opinion).
- Particular emphasis should be placed on the Writing Focus for the term as noted in the Focus Standards document.

K-1 Developmental Writing Stages

Stage 1
- Draws a picture only
- Tells about drawing
- Uses scribbling and letter-like symbols
- Draws a picture and uses scribbling
- Imitates writing

Stage 2
- Draws a recognizable picture
- Uses own drawing to tell a story and is able to tell an adult a word, label, thought, or a complete sentences about the drawing
- Attempts written symbols (circles, shapes, squiggles, or more controlled lines) and may say a story
- Attempts to read message
- Writes own name

Stage 3
- Draws a picture and is able to tell an adult a complete sentence or a story that relates to the picture
- Begins to make the connection that written symbols convey a message
  - o may use strings of numbers and letters
  - o may use names or parts of names
  - o may copy words from the environment
  - o may spell some frequently used and/or familiar words correctly
  - o may demonstrate limited knowledge of letter-sounds and is able to communicate what the letters say
- Knows the direction of print

Stage 4
- Draws a picture and labels it
- Connects letters and sounds, usually beginning and ending and some vowels, uses phonetic spelling
- Spells some frequently used words correctly
- Knows the direction of print
- Demonstrates spacing between words
- Text may contain incomplete thoughts and/or simple sentences
- Parts of text may not be understandable unless told to an adult

Continued

Stage 5 - Goal End of Kindergarten, Beginning of Grade 1
- Writes complete thoughts in sentence form (capitalization and punctuation may be absent or incorrect)
- Writes sentences that make sense (sentences may or may not be related but text has no sense of story)
- Writes sentences that may be short, simple and uses them more than once
- Represents most letters and sounds in words (phonetic spelling is evident)
- Spells many frequently used words correctly; may spell other familiar words correctly
- Text is readable without telling it to an adult

Stage 6 - Goal End of Grade 1
- Begins to develop a sense of story (may have appropriate beginning, ending and/or logical connection of events)
- Writes sentences that focus on a topic much of the time
- Composes text that contains basic ideas with some details
- Begins to vary sentence lengths and patterns
- Spells most frequently used words correctly
- Represents most sounds in words; spells some words correctly
- Begins to use some correct capitalization and punctuation
- May attempt to use talk in writing
- Begins to include colorful words to describe objects, people and events
- Begins to choose words and phrases that show evidence of literary language (writes the way authors do)
- Begins to express ideas in a creative way or writing may contain original ideas

Pennsylvania Writing Assessment Domain Scoring Guide – Grades 1 and 2

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

Focus	Content	Organization	Style	Conventions
The single controlling point made with an awareness of task (mode) about a specific topic	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion	The choice, use and arrangement of words and sentence structures that create tone and voice	Grammar, mechanics, spelling, usage and sentence formation

	Focus	Content	Organization	Style	Conventions
4	Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task (mode)	Sufficiently developed content with adequate elaboration or explanation	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transition	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation

NON-SCOREABLE	OFF-PROMPT
• Is illegible; i.e. includes so many indecipherable words that no sense can be made of the response • Is incoherent; i.e. words are legible but syntax is so garbled that response makes no sense • Is insufficient; i.e. does not include enough to assess domains adequately	• Is readable but did not respond to prompt

Grades 3-5 Opinion Scoring Guidelines

PSSA GRADES 3–5 OPINION SCORING GUIDELINES

Score Point	Description
4	• Sharp, distinct opinion introduced, developed, and concluded with evident awareness of task, purpose, and audience • Effective order and organizational structure that support reasons and evidence • Substantial and relevant content that demonstrates a clear understanding of the purpose • Thorough elaboration with clearly presented reasons that are consistently supported with facts and details • Effective transitions that connect opinions and reasons • Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	• Clear opinion introduced, developed, and concluded with general awareness of task, purpose, and audience • Logical order and organizational structure that support reasons and evidence • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration with clearly presented reasons that are supported with facts and details • Clear transitions that connect opinions and reasons • Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	• Vague opinion introduced, developed, and concluded with limited awareness of task, purpose, and audience • Inconsistent order and organizational structure that somewhat support reasons and evidence • Inadequate, vague content that demonstrates a weak understanding of the purpose • Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts and details • Inconsistent/limited transitions that somewhat connect opinions and reasons • Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	• Minimal evidence of an opinion introduced, developed, and concluded with little awareness of task, purpose, and audience • Minimal order and organizational structure • Minimal content that demonstrates little or no understanding of the purpose • Undeveloped opinion with little support; may be a bare list • Minimal transitions that may or may not connect opinions and reasons • Ineffective formal style with little control of language* • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

*This bullet point does not apply at grade 3.

PSSA Grades 3-5 Narrative Scoring Guidelines

PSSA GRADES 3–5 NARRATIVE SCORING GUIDELINES

Score Point	Description
4	• Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters • Effective narrative pattern that sequences events and provides a conclusion • Thorough elaboration that effectively supports the storyline • Effective use of narrative techniques to develop experiences and events • Effective use of transitions • Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details* • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	• Clearly established situation/theme that orients the reader and introduces the narrator and/or characters • Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur • Sufficient elaboration that supports the storyline • Adequate use of narrative techniques to develop experiences and events • Clear use of transitions • Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details* • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	• Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters • Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion • Weak elaboration that somewhat supports the storyline • Limited use of narrative techniques to somewhat develop experiences and events • Inconsistent/limited use of transitions • Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details* • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	• Minimal evidence of a situation/theme • Minimal sequencing of events that may or may not establish a narrative pattern • Minimal elaboration that may or may not support the storyline • Minimal use of narrative techniques • Minimal use of transitions • Insufficient control of language (words, phrases, and sensory details)* • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

*This bullet point does not apply at grade 3.

PSSA Grades 3-5 Informative/Explanatory Scoring Guidelines

PSSA GRADES 3–5 INFORMATIVE/EXPLANATORY SCORING GUIDELINES

Score Point	Description
4	• Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience • Effective order and organizational structure that develop a topic • Substantial and relevant content that demonstrates an understanding of the purpose • Thorough elaboration with clearly presented information that is consistently supported with facts, examples, and concrete details • Effective transitions that connect ideas and concepts • Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	• Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience • Adequate order and organizational structure that develop a topic • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration with clearly presented information that is supported with facts, examples, and concrete details • Clear transitions that connect ideas and concepts • Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	• Vague topic introduced, developed, and concluded with limited awareness of task, purpose, and audience • Inconsistent order and organizational structure that somewhat develop a topic • Inadequate, vague content that demonstrates a weak understanding of the purpose • Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details • Inconsistent/limited transitions that somewhat connect ideas and concepts • Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	• Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience • Minimal order and organizational structure • Minimal content that demonstrates little or no understanding of the purpose • Undeveloped writing with little support; may be a bare list • Minimal transitions that may or may not connect ideas and concepts • Ineffective formal style with little control of language* • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

*This bullet point does not apply at grade 3.