



**pennsylvania**  
DEPARTMENT OF EDUCATION

# The Pennsylvania System of School Assessment

## English Language Arts Item and Scoring Sampler



**2018–2019**  
**Grade 3**

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## INTRODUCTION

### General Introduction

The Pennsylvania Department of Education (PDE) provides districts and schools with tools to assist in delivering focused instructional programs aligned with the Pennsylvania Core Standards (PCS). These tools include Academic Standards, Assessment Anchor documents, assessment handbooks, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Pennsylvania educators in preparing local instructional programs by providing samples of test item types and scored student responses. The Item Sampler is not designed to be used as a pretest, a curriculum, or other benchmark for operational testing.

This Item and Scoring Sampler is available in Braille format. For more information regarding Braille, call (717) 901-2238.

### Pennsylvania Core Standards (PCS)

This sampler contains examples of test questions designed to assess the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards. The Mathematics, Reading, and Writing PSSA transitioned to PCS-based operational Mathematics and English Language Arts assessments starting with the spring 2015 PSSA administration.

The 2013 PCS-aligned Assessment Anchor and Eligible Content documents are posted on this portal:

- [www.education.pa.gov](http://www.education.pa.gov) [Roll over 'DATA AND REPORTING' in the dark blue bar across the top of the page. Select 'ASSESSMENT AND ACCOUNTABILITY.' Click on the link that reads 'Pennsylvania System of School Assessment (PSSA). Then click on 'Assessment Anchors/Eligible Content!']

### Change in Test Design 2017–2018

Beginning with tests taken in the 2017–2018 school year, the English Language Arts PCS-based PSSA will no longer include a mode-specific writing prompt. This Item and Scoring Sampler contains items representative of the tests administered during the 2017–2018 school year.

### What Is Included

This sampler contains stimulus reading passages with test questions and standalone questions that have been written to align to the Assessment Anchors that are based on the Pennsylvania Core Standards. The passages represent some of the genres approved by PDE to appear on an operational, PCS-based PSSA. The test questions provide an idea of the types of items that may appear on an operational, PCS-based PSSA. Each sample test question has been through a rigorous review process to ensure alignment with the Assessment Anchors.

### Purpose and Uses

The items in this sampler may be used<sup>1</sup> as examples for creating assessment items at the classroom level. Classroom teachers may find it beneficial to have students respond to the short-answer question in this sampler. Educators can then use the sampler as a guide to score the responses either independently or together with colleagues within a school or district.

<sup>1</sup> The permission to copy and/or use these materials does not extend to commercial purposes.

## Item Format and Scoring Guidelines

The 2017–2018 PCS-based PSSA has multiple types of test questions. For grade 3, the types of test questions are Multiple-Choice (MC) questions, Evidence-Based Selected-Response (EBSR) questions, and Short-Answer (SA) questions.

**Multiple Choice:** Each of this type of test question has four answer choices. Some MC test questions are based on a stimulus reading passage, while other MC test questions are independent of a passage. Each correct response to an MC test question is worth one point.

**Evidence-Based Selected Response:** Each two-part EBSR question is designed to elicit an evidence-based response from a student who has read either a literature or an informational text passage. In Part One, which is similar to a multiple-choice question, the student analyzes a passage and chooses the best answer from four answer choices. In Part Two, the student utilizes evidence from the passage to select one or more answers based on his or her response to Part One. Part Two is different from a multiple-choice question in that there may be more than four answer options and more than one correct answer. Each EBSR test question is worth either two or three points, and students can receive points for providing a correct response to Part One or for providing one or more correct responses in Part Two.

**Short Answer:** Each of this type of test question includes a short response space in which the student composes an answer based on the passage the student has read. A short-answer (SA) test question may include multiple tasks, and the student may be asked to provide a brief explanation. Each SA test question is scored using an item-specific scoring guideline based on a 0–3-point scoring guideline. In this sampler, every item-specific scoring guideline is combined with examples of student responses representing each score point to form a practical, item-specific scoring guide. This sampler also includes the General Description of Scoring Guidelines for Short-Answer Questions used to develop the item-specific guidelines. The general description of scoring guidelines should be used if any additional item-specific scoring guidelines are created for use within local instructional programs.

**Non-Score Considerations:** For SA items, responses can be designated as non-scorable (NS). While every effort is made to score each student response, a response may receive a NS designation if it falls into one of five categories:

**Blank** – Blank, entirely erased, entirely crossed out, or entirely of whitespace

**Refusal** – Refusal to respond to the task

**Off Task** – Makes no reference to the item or passage but is not an intentional refusal

**Foreign Language** – Written entirely in a language other than English

**Illegible** – Illegible or incoherent

## Testing Time and Mode of Testing Delivery for the PCS-Based PSSA

The PSSA is delivered in traditional paper-and-pencil format as well as in an online format. The estimated time to respond to a test question is the same for both methods of test delivery. The following table shows the estimated response time for each item type.

During an official test administration, students are given as much additional time as is necessary to complete the test questions.


| English Language Arts Item Type   | MC  | EBSR   | SA |
|-----------------------------------|-----|--------|----|
| Estimated Response Time (minutes) | 1.5 | 3 to 5 | 5  |

### English Language Arts Grade 3

This English Language Arts Sampler is composed of a passage, 4 passage-based multiple-choice questions, an evidence-based selected-response question, a short-answer question, and 4 standalone multiple-choice questions.

There is 1 passage in this booklet. The passage is followed by a set of passage-based multiple-choice questions, an evidence-based selected-response question, and a short-answer question. This booklet also contains 4 standalone multiple-choice questions.

Each question is accompanied by a chart that contains the Assessment Anchor and Eligible Content coding, answer key(s), depth of knowledge, and testing data. Each question is followed by a brief analysis or rationale. The short-answer question is displayed with an item-specific scoring guideline or mode-specific scoring guideline and examples of student responses with annotations at each scoring level.

The PCS-based PSSA may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of short-answer question responses in both formats. A sample online response is noted by the symbol .

**ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR READING PASSAGES AND QUESTIONS****Directions:**

On the following pages are the Reading passage and questions.

**Directions for Multiple-Choice Questions:**

Some questions will ask you to select an answer from among four choices.

For the multiple-choice questions:

- First, read the passage carefully.
- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- You may look back at the passage to help you answer the question.
- Record your choice in the answer booklet.

**Directions for Evidence-Based Selected-Response Questions:**

Some questions will have two parts and will ask you to select one or more answers in each part.

For the evidence-based selected-response questions:

- Read Part One of the question and choose the best answer.
- You may look back at the passage to help you answer Part One of the question.
- Record your answer to Part One in the answer booklet.
- Only one of the answers provided in Part One is correct.
- Then, read Part Two of the question and choose the evidence to support your answer in Part One. If Part Two tells you to select two answers, be sure to select two answers.
- You may look back at the passage to help you answer Part Two of the question.
- Record your answer or answers to Part Two in the answer booklet.

**Directions for Short-Answer Questions:**

Some questions will require you to write your response.

For the short-answer questions:

- Be sure to read each short-answer question carefully.
- You cannot receive the highest score for a short-answer question without completing all the tasks in the question.
- If the question asks you to do multiple tasks, be sure to complete all tasks.
- You may look back at the passage to help you answer the question.
- Write your response in the appropriate space in the booklet. If you use scratch paper to write your draft, be sure to transfer your final response to the booklet.

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INTENTIONALLY BLANK.**



## PASSAGE 1

Read the following passage about an artist. Then answer questions 1 through 6.

## Mary Cassatt

by Philip Brooks



“I am not willing to admit that a woman can draw that well!” That’s what the artist Edgar Degas said after seeing one of Mary Cassatt’s pictures. It was the year 1891, and Degas’s attitude was a common one in Paris and around the world.

Today, there are many well-known women artists. But when Mary Cassatt was a girl, in the mid-nineteenth century, very few of the world’s famous art schools admitted young women. Those that did often separated them from the young men studying there. Women were not even welcome at social gatherings where male artists discussed new ideas and techniques.

Mary’s early childhood was spent in Pennsylvania in traditional communities where, in those days, girls were taught to play the piano, paint china<sup>1</sup>, or draw. This training was not intended to prepare them to become serious artists, but to produce refined young ladies who would make good marriages and become good wives.

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<sup>1</sup> china—household tableware

Tradition and the “rules” of society were considered more important in northeastern American cities in the 1840s and 1850s than they are today. People tended to attach significance to social class. Money, property, and influence gave some families status. Others were honored because their ancestors had been rich and powerful for as long as anyone could remember. When Mary’s father became very successful through business investments, he hoped to be welcomed and respected by those men and women who had been born into wealth, power, and honor. He wanted his children to be secure and respected, also. Perhaps this is why, when Mary told him of her wish to go to Paris to study to become an artist, he was very upset.

Mr. Cassatt argued that being a professional artist was not respectable. Painting was a career for men, and these men were not necessarily of the best character. Further, there were certain things well-brought-up girls did not do. They did not travel alone in the nineteenth century! They did not sail off to Europe to become painters! What would people think?

Mary loved her father and wanted to please him. In fact, she wanted to please everyone. But she loved to paint more than anything she could possibly imagine doing. Her passion for art was more important to her than doing the “proper” thing. So a day came when she packed her trunks and suitcases and prepared to cross the ocean to go to Europe where she could begin to work toward her goal.

Mary would overcome the artistic problems faced by every aspiring artist, in addition to the obstacles placed in her way by a male-dominated art world. Few male painters accepted her as a colleague. She lived abroad and, for long periods, far from her family.

Today, Mary’s magnificent paintings, drawings, and prints hang in the world’s great museums. When museum-goers stand before a Mary Cassatt picture, most of them do not really care whether a man or woman created what they see. They absorb the beauty of the colors, the delicate grace of the lines, the way light seems to glow from the canvas.

In one sense, however, it does matter that Mary Cassatt was a woman painter. What Mary did was heroic. Her life’s work helped to change ideas about women in the arts. Many talented women before Mary Cassatt might never have realized their potential because of concern with being “respectable” or “ladylike.” In time, even Mary’s father grew to understand her ambition and came to believe she had made the right choices in her life. He became very proud of his daughter’s accomplishments and argued in her defense against those who said she had no place in the “man’s world” of art.

**Multiple-Choice Question**

1. Which sentence from the passage tells why Mary Cassatt wanted to study art?
- Ⓐ “Mary’s early childhood was spent in Pennsylvania in traditional communities where, in those days, girls were taught to play the piano, paint china, or draw.”
  - Ⓑ “Perhaps this is why, when Mary told him of her wish to go to Paris to study to become an artist, he was very upset.”
  - Ⓒ “Her passion for art was more important to her than doing the ‘proper’ thing.”
  - Ⓓ “So a day came when she packed her trunks and suitcases and prepared to cross the ocean to go to Europe where she could begin to work toward her goal.”

| Item Information   |  |
|--------------------|--|
| Alignment          | B-K.1.1.1  |
| Answer Key         | C  |
| Depth of Knowledge | 2  |
| p-value A          | 39%  |
| p-value B          | 16%  |
| p-value C          | 36% (correct answer)   |
| p-value D          | 9%   |
| Option Annotations | The student is asked to identify a sentence from the passage that tells why Mary Cassatt wanted to study art. Option C is the correct answer because it describes how much she valued art in comparison to other things. Options A, B, and D are not correct since they are related to art but do not tell why Mary Cassatt wanted to study art. |

**Evidence-Based Selected-Response Question**

2. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

Read the sentence from the passage.

Mary would overcome the artistic problems faced by every aspiring artist, in addition to the obstacles placed in her way by a male-dominated art world.

What does the word obstacles mean as used in the sentence?

- Ⓐ challenges
- Ⓑ surprises
- Ⓒ events
- Ⓓ ideas

**Part Two**

Which words from the sentence support the answer in Part One? Choose **two** answers.

- Ⓐ overcome
- Ⓑ problems
- Ⓒ addition
- Ⓓ world

| Item Information     |   |
|----------------------|---|
| Alignment            | B-V.4.1.1   |
| Answer Key: Part One | A   |
| Answer Key: Part Two | A, B  |
| Depth of Knowledge   | 3   |
| Mean Score           | 2.04  |
| Option Annotations   | <p>The student is asked to determine the meaning of the word “obstacles” by using context clues and to select words from the sentence that support this meaning.</p> <p><b>Part One:</b> Option A is the correct answer because the word “obstacles” has the meaning of “challenges” in the context of this sentence. Options B, C, and D do not present the correct meaning for “obstacles” and do not make sense in the given context.</p> <p><b>Part Two:</b> Options A and B are the correct answers because “overcome” and “problems” support the definition of “obstacles” as challenges. Options C and D do not support the correct meaning of “obstacles” in the given context.</p> |

**Multiple-Choice Questions**

3. Read the sentence from the passage.

In time, even Mary’s father grew to understand her ambition and came to believe she had made the right choices in her life.

What does the phrase “grew to understand” mean?

- Ⓐ gradually accepted
- Ⓑ quickly decided
- Ⓒ became interested in
- Ⓓ spread the word about

| Item Information   |  |
|--------------------|--|
| Alignment          | B-V.4.1.2  |
| Answer Key         | A  |
| Depth of Knowledge | 2  |
| p-value A          | 47% (correct answer)   |
| p-value B          | 16%  |
| p-value C          | 28%  |
| p-value D          | 9%   |
| Option Annotations | The student is asked to determine the meaning of the phrase “grew to understand.” Option A is the correct answer since the passage describes how Mary’s father slowly accepted her choices. Options B, C, and D do not make sense in the context of the passage. |

4. Based on the passage, which part of Mary Cassatt's life probably had the **most** effect on her?
- Ⓐ Edgar Degas spoke about her.
  - Ⓑ She lived in Pennsylvania.
  - Ⓒ Her father became successful.
  - Ⓓ She decided to move to Europe.

| Item Information   |  |
|--------------------|--|
| Alignment          | B-K.1.1.3  |
| Answer Key         | D  |
| Depth of Knowledge | 3  |
| p-value A          | 26%  |
| p-value B          | 11%  |
| p-value C          | 18%  |
| p-value D          | 45% (correct answer)   |
| Option Annotations | The student is asked to identify which event in Mary Cassatt's life probably had the most effect on her. Option D is the correct answer since it was living in Europe that allowed her to become a professional artist. Option A is not correct since Mary Cassatt may not have known of Degas' comment. Option B is not correct since it was living in Pennsylvania that prevented her from becoming an artist. Option C is not correct since Cassatt's father becoming successful did not affect her becoming an artist. |

5. How are the paragraphs mainly used to present information about Mary Cassatt?
- Ⓐ They show how her art changed over time.
  - Ⓑ They describe the important events in her life.
  - Ⓒ They compare her to other famous women.
  - Ⓓ They tell the steps she used to create her art.

| Item Information   |   |
|--------------------|---|
| Alignment          | B-C.3.1.1   |
| Answer Key         | B   |
| Depth of Knowledge | 3   |
| p-value A          | 24%   |
| p-value B          | 57% (correct answer)  |
| p-value C          | 9%  |
| p-value D          | 10%   |
| Option Annotations | The student is asked to determine how the paragraphs in the passage are mainly used to present information about Mary Cassatt. Option B is the correct answer since the passage uses chronological order to relay events from Mary Cassatt's life. Options A, C, and D are incorrect since they are not the main text structures used in the passage. |





## Short-Answer Scoring Guideline

### #6 Item Information

|                  |           |                           |   |                   |      |
|------------------|-----------|---------------------------|---|-------------------|------|
| <b>Alignment</b> | B-K.1.1.1 | <b>Depth of Knowledge</b> | 3 | <b>Mean Score</b> | 1.23 |
|------------------|-----------|---------------------------|---|-------------------|------|

### Assessment Anchor this item will be reported under:

E03.B-K.1 Key Ideas and Details

### Specific Eligible Content addressed by this item:

E03.B-K.1.1.1—Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

| <b>Score</b> | <b>Description</b>  |
|--------------|---|
| <b>3</b>     | The response is a clear, complete, and accurate answer as to what things Mary Cassatt did that might make her a hero to others. The response includes relevant and specific information from the passage.   |
| <b>2</b>     | The response is a partial answer as to what things Mary Cassatt did that might make her a hero to others. The response includes limited information from the passage, and may include inaccuracies.   |
| <b>1</b>     | The response is a minimal answer as to what things Mary Cassatt did that might make her a hero to others. The response includes little or no information from the passage, and may include inaccuracies.<br>OR<br>The response relates minimally to the task. |
| <b>0</b>     | The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.  |

## STUDENT RESPONSE

Response Score: 3 points

6. What did Mary Cassatt do that might make her a hero to others?

Use details from the passage to support your answer.

People call her a hero because she's a women artist and they could have a career for painting for girls. In the story she moved to Europe to study art and the men said no. Also Edgar Degas said, "I am not willing to admit a woman could draw that well!" But now her paintings are so good they are in museums. Now Mary Cassatt proved women and girls can be good artists. Any women can be an artist now. Not just men. There is a lot of women who paint and study art and have beautiful art.

This response is a clear, complete, and accurate answer as to what Mary Cassatt did that might make her a hero to others (People call her a hero because she's a women artist and they could have a career for painting for girls; Now Mary Cassatt proved women and girls can be good artists. Any women can be an artist now. Not just men). The response includes relevant and specific information from the passage (she moved to Europe to study art and the men said no; Edgar Degas said, "I am not willing to admit a woman could draw that well!" But now her paintings are so good they are in museums).

## STUDENT RESPONSE

Response Score: 2 points



6. What did Mary Cassatt do that might make her a hero to others?  
Use details from the passage to support your answer.

she is a hero because she never gave up even when her father got in her way. she is also very brave to just go to Europe all by her self. She also encourages others to paint and never give up. I think she is a hero and I hope that you agree!

This response is a partial answer as to what Mary Cassatt did that might make her a hero to others (*she never gave up; she is also very brave; She also encourages others to paint and never give up*). The response includes limited information from the passage (*her father got in her way; go to Europe all by her self*).

## STUDENT RESPONSE

Response Score: 1 point



6. What did Mary Cassatt do that might make her a hero to others?  
Use details from the passage to support your answer.

She went to Europe to show that wemen can paint as well as Boys can.

This response is a minimal answer as to what Mary Cassatt did that might make her a hero to others (*She went to Europe to show that wemen can paint as well as Boys can*). The response is a general statement that includes little information from the passage.

**STUDENT RESPONSE**

**Response Score: 0 points**

6. What did Mary Cassatt do that might make her a hero to others?  
Use details from the passage to support your answer.

Mary loved her father and wanted to please him

**After you have finished your work, close this booklet so your teacher will know you are finished**



This response contains insufficient information to demonstrate comprehension. The response consists of text copied from the passage that is not relevant to what Mary did that might make her a hero to others.

**ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR LANGUAGE QUESTIONS**

**Directions:**

On the following pages are the Language questions.

**Directions for Multiple-Choice Questions:**

Each question will ask you to select an answer from among four choices.

For the multiple-choice questions:

- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- Record your choice in the answer booklet.

## STANDALONE MULTIPLE-CHOICE QUESTIONS

7. Which sentence has a spelling mistake?
- Ⓐ I like to collect pennies.
  - Ⓑ He can carry the box by himself.
  - Ⓒ You can be successful if you try hard.
  - Ⓓ The toy broak when it fell off the chair.

| Item Information   |  |
|--------------------|--|
| Alignment          | D.1.2.6  |
| Answer Key         | D  |
| Depth of Knowledge | 2  |
| p-value A          | 7%   |
| p-value B          | 5%   |
| p-value C          | 13%  |
| p-value D          | 75% (correct answer)   |
| Option Annotations | The student is asked to determine which sentence has a spelling error. Option D is the correct answer because “broak” should be spelled as “broke.” Options A, B, and C are not correct since they are words that are spelled correctly. |



## 8. Read the sentences.

We weighed the gray rocks and the red rocks. We found that the red rocks were \_\_\_\_\_ than the gray rocks.

Which word or words correctly fill the blank?

- Ⓐ heavier
- Ⓑ heaviest
- Ⓒ more heavier
- Ⓓ most heaviest

| Item Information   |   |
|--------------------|---|
| Alignment          | D.1.1.7   |
| Answer Key         | A   |
| Depth of Knowledge | 2   |
| p-value A          | 82% (correct answer)  |
| p-value B          | 4%  |
| p-value C          | 10%   |
| p-value D          | 3%  |
| Option Annotations | The student is asked to determine which comparative adjective correctly fills the blank. Option A is the correct answer because the weight of “gray rocks” is being compared to the weight of “red rocks.” The adjective “heavy” has two syllables and ends with a “y,” which makes the comparative form of the word “heavier.” Options B, C, and D are not correct since they do not follow this convention. |

9. Which sentence shows the correct way to punctuate the address?
- Ⓐ Aunt Joan lives at 143, Spring Street, Dayton, Ohio.
  - Ⓑ Aunt Joan lives at 143 Spring Street, Dayton, Ohio.
  - Ⓒ Aunt Joan lives at 143, Spring Street, Dayton Ohio.
  - Ⓓ Aunt Joan lives at, 143 Spring Street Dayton, Ohio.

| Item Information   |  |
|--------------------|--|
| Alignment          | D.1.2.2  |
| Answer Key         | B  |
| Depth of Knowledge | 2  |
| p-value A          | 24%  |
| p-value B          | 30% (correct answer)   |
| p-value C          | 28%  |
| p-value D          | 18%  |
| Option Annotations | The student is asked to identify the sentence that uses commas correctly to punctuate an address. Option B is the correct answer since a comma is needed to separate each component of an address; a comma should be used after the street name and after the city. Options A, C, and D are not correct since they fail to separate each component with a comma. |

10. Which sentence is a compound sentence?

- Ⓐ Amy will practice soccer after school today.
- Ⓑ Scott found his baseball cap on top of the table.
- Ⓒ We knocked on the door, and our neighbor answered it.
- Ⓓ Once it stops raining, we can go outside to ride our bikes.

| Item Information   |   |
|--------------------|---|
| Alignment          | D.1.1.9   |
| Answer Key         | C   |
| Depth of Knowledge | 2   |
| p-value A          | 14%   |
| p-value B          | 18%   |
| p-value C          | 42% (correct answer)  |
| p-value D          | 26%   |
| Option Annotations | The student is asked to identify which option is a compound sentence. Option C is the correct answer because it has two independent clauses joined together with a conjunction. Options A and B are not correct since they are both simple sentences. Option D is not correct since it is a complex sentence; a complex sentence has one independent clause and at least one dependent clause. In this sentence, “once it stops raining” is the dependent clause. |

ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

MULTIPLE-CHOICE AND EVIDENCE-BASED SELECTED RESPONSE QUESTIONS

| Sample Number | Alignment | Answer Key                    | Depth of Knowledge | p-value A        | p-value B | p-value C | p-value D |
|---------------|-----------|-------------------------------|--------------------|------------------|-----------|-----------|-----------|
| 1             | B-K.1.1.1 | C                             | 2                  | 39%              | 16%       | 36%       | 9%        |
| 2             | B-V.4.1.1 | Part One: A<br>Part Two: A, B | 3                  | Mean Score: 2.04 |           |           |           |
| 3             | B-V.4.1.2 | A                             | 2                  | 47%              | 16%       | 28%       | 9%        |
| 4             | B-K.1.1.3 | D                             | 3                  | 26%              | 11%       | 18%       | 45%       |
| 5             | B-C.3.1.1 | B                             | 3                  | 24%              | 57%       | 9%        | 10%       |
| 7             | D.1.2.6   | D                             | 2                  | 7%               | 5%        | 13%       | 75%       |
| 8             | D.1.1.7   | A                             | 2                  | 82%              | 4%        | 10%       | 3%        |
| 9             | D.1.2.2   | B                             | 2                  | 24%              | 30%       | 28%       | 18%       |
| 10            | D.1.1.9   | C                             | 2                  | 14%              | 18%       | 42%       | 26%       |

SHORT-ANSWER QUESTION

| Sample Number | Alignment | Points | Depth of Knowledge | Mean Score |
|---------------|-----------|--------|--------------------|------------|
| 6             | B-K.1.1.1 | 3      | 3                  | 1.23       |

**ACKNOWLEDGEMENTS**

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# **PSSA Grade 3 English Language Arts Item and Scoring Sampler**

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