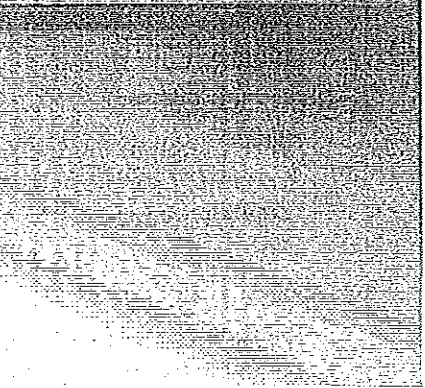
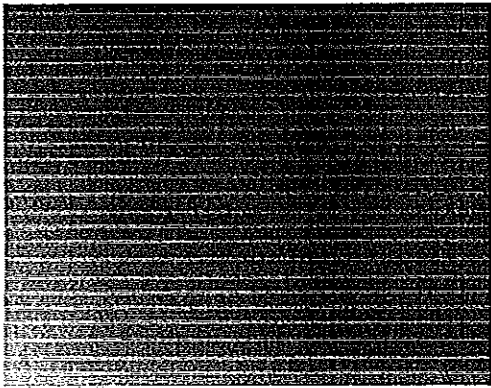
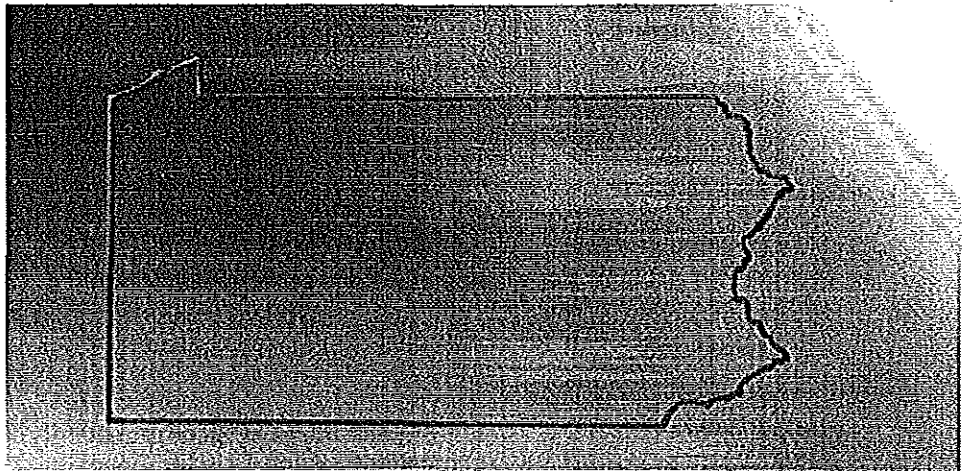


English Language Arts

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards



Grade
3



Pennsylvania Department of Education

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Pennsylvania System of School Assessment

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

Reporting Category

The Assessment Anchors are organized into seven Reporting Categories. The Reporting Categories for Grade 3 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language

Assessment Anchor

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

Anchor Descriptor

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

Eligible Content

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

Reference

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

Pennsylvania System of School Assessment

Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

| Genre | Key Ideas and Details | Craft and Structure/ Integration of Knowledge and Ideas | Vocabulary Acquisition and Use |
|--------------------|-----------------------|---|--------------------------------|
| | <i>(Key Ideas)</i> | <i>(CSI)</i> | <i>(Vocabulary)</i> |
| Literature Text | A-K.1.1.1 | A-C.2.1.1 | A-V.4.1.1 |
| | A-K.1.1.2 | A-C.3.1.1 | A-V.4.1.2 |
| | A-K.1.1.3 | | |
| Informational Text | B-K.1.1.1 | B-C.2.1.1 | B-V.4.1.1 |
| | B-K.1.1.2 | B-C.2.1.2 | B-V.4.1.2 |
| | B-K.1.1.3 | B-C.3.1.1 | |
| | | B-C.3.1.2 | |
| | | B-C.3.1.3 | |

E03.A Literature Text

Reporting Category

| ASSESSMENT ANCHOR | |
|---|--|
| E03.A-K.1 Key Ideas and Details | |
| DESCRIPTOR | ELIGIBLE CONTENT |
| E03.A-K.1.1 Demonstrate understanding of key ideas and details in literature. | E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| | E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| | E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: "Story" means narration of events told through the text types of story, drama, or poem. |

Reference:

- CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
- CC.1.3.3.B Ask and answer questions about the text and make inferences from text; referring to text to support responses.
- CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

E03.A Literature Text**Reporting Category****ASSESSMENT ANCHOR****E03.A-C.2 Craft and Structure****DESCRIPTOR****ELIGIBLE CONTENT****E03.A-C.2.1** Demonstrate understanding of craft and structure in literature.**E03.A-C.2.1.1** Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations.**Note:** "Story" means narration of events told through the text types of story, drama, or poem.**Reference:**

CC.1.3.3.D Explain the point of view of the author.

E03.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E03.A-C.3 Integration of Knowledge and Ideas

DESCRIPTOR

E03.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.

ELIGIBLE CONTENT

E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

Reference:

CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

E03.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E03.A-V.4 Vocabulary Acquisition and Use

DESCRIPTOR

ELIGIBLE CONTENT

E03.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Distinguish shades of meaning among related words (e.g., *knew, believed, suspected, heard, wondered*).

Reference:

- CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
- CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

E03.B Informational Text

Reporting Category

ASSESSMENT ANCHOR
E03.B-K.1 Key Ideas and Details

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|--|------------------|--|
| E03.B-K.1.1 | Demonstrate understanding of key ideas and details in informational texts. | 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. |
| | | E03.B-K.1.1.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | | E03.B-K.1.1.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |

Reference:

- CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.
- CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

E03.B Informational Text
Reporting Category
ASSESSMENT ANCHOR
E03.B-C.2 Craft and Structure
DESCRIPTOR
ELIGIBLE CONTENT

E03.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E03.B-C.2.1.1 Explain the point of view from which a text is written.

E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

Reference:

CC.1.2.3.D Explain the point of view of the author.

CC.1.2.3.E Use text features and search tools to locate and interpret information.

E03.B Informational Text

Reporting Category

ASSESSMENT ANCHOR

E03.B-C.3 Integration of Knowledge and Ideas

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|--|
| E03.B-C.3.1 | Demonstrate understanding of connections within, between, and/or among informational texts. | E03.B-C.3.1.1 | Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| | | E03.B-C.3.1.2 | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| | | E03.B-C.3.1.3 | Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |

Reference:

CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

E03.B Informational Text

Reporting Category

ASSESSMENT ANCHOR

E03.B-V.4 Vocabulary Acquisition and Use

DESCRIPTOR

ELIGIBLE CONTENT

E03.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.
- d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g.; *company*, *companion*).

E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Distinguish shades of meaning among related words (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

Reference:

- CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
- CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

E03.C Writing
Reporting Category
ASSESSMENT ANCHOR
E03.C.1 Text Types and Purposes
DESCRIPTOR
ELIGIBLE CONTENT

E03.C.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

E03.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.

E03.C.1.1.2 Provide reasons that support the opinion.

E03.C.1.1.3 Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect an opinion and reasons.

E03.C.1.1.4 Provide a concluding statement or section.

Reference:

CC.1.4.3.H Introduce the topic and state an opinion on the topic.

CC.1.4.3.I Support an opinion with reasons.

CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

E03.C Writing

Reporting Category

ASSESSMENT ANCHOR

E03.C.1 Text Types and Purposes

| | DESCRIPTOR | ELIGIBLE CONTENT |
|-----------|--|--|
| E03.C.1.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | <p>E03.C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer's purpose.</p> <p>E03.C.1.2.2 Develop the topic with facts, definitions, and/or details.</p> <p>E03.C.1.2.3 Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>E03.C.1.2.4 Provide a concluding statement or section.</p> |

Reference:

CC.1.4.3.B Identify and introduce the topic.

CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

E03.C Writing
Reporting Category
ASSESSMENT ANCHOR
E03.C.1 Text Types and Purposes
DESCRIPTOR
ELIGIBLE CONTENT

E03.C.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.

E03.C.1.3.3 Use temporal words and phrases to signal event order.

E03.C.1.3.4 Provide a sense of closure.

Reference:

CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

E03.D Language

Reporting Category

ASSESSMENT ANCHOR

E03.D.1 Conventions of Standard English

| | DESCRIPTOR | ELIGIBLE CONTENT |
|-----------|---|--|
| E03.D.1.1 | Demonstrate command of the conventions of standard English grammar and usage. | <p>E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>E03.D.1.1.2 Form and use regular and irregular plural nouns.</p> <p>E03.D.1.1.3 Use abstract nouns (e.g., <i>childhood</i>).</p> <p>E03.D.1.1.4 Form and use regular and irregular verbs.</p> <p>E03.D.1.1.5 Form and use the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>).</p> <p>E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement. *</p> <p>E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>E03.D.1.1.8 Use coordinating and subordinating conjunctions.</p> <p>E03.D.1.1.9 Produce simple, compound, and complex sentences.</p> |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E03.D Language
Reporting Category
ASSESSMENT ANCHOR
E03.D.1 Conventions of Standard English
DESCRIPTOR
ELIGIBLE CONTENT

| | | | |
|-----------|---|-------------|---|
| E03.D.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. | E03.D.1.2.1 | Capitalize appropriate words in titles. |
| | | E03.D.1.2.2 | Use commas in addresses. |
| | | E03.D.1.2.3 | Use commas and quotation marks in dialogue. |
| | | E03.D.1.2.4 | Form and use possessives. |
| | | E03.D.1.2.5 | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>). |
| | | E03.D.1.2.6 | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |

Reference:

Eligible Content includes skills and understandings assessed in previous grades.

- CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E03.D Language

Reporting Category

ASSESSMENT ANCHOR**E03.D.2 Knowledge of Language****DESCRIPTOR****ELIGIBLE CONTENT****E03.D.2.1** Use knowledge of language and its conventions.**E03.D.2.1.1** Choose words and phrases for effect.***Reference:**

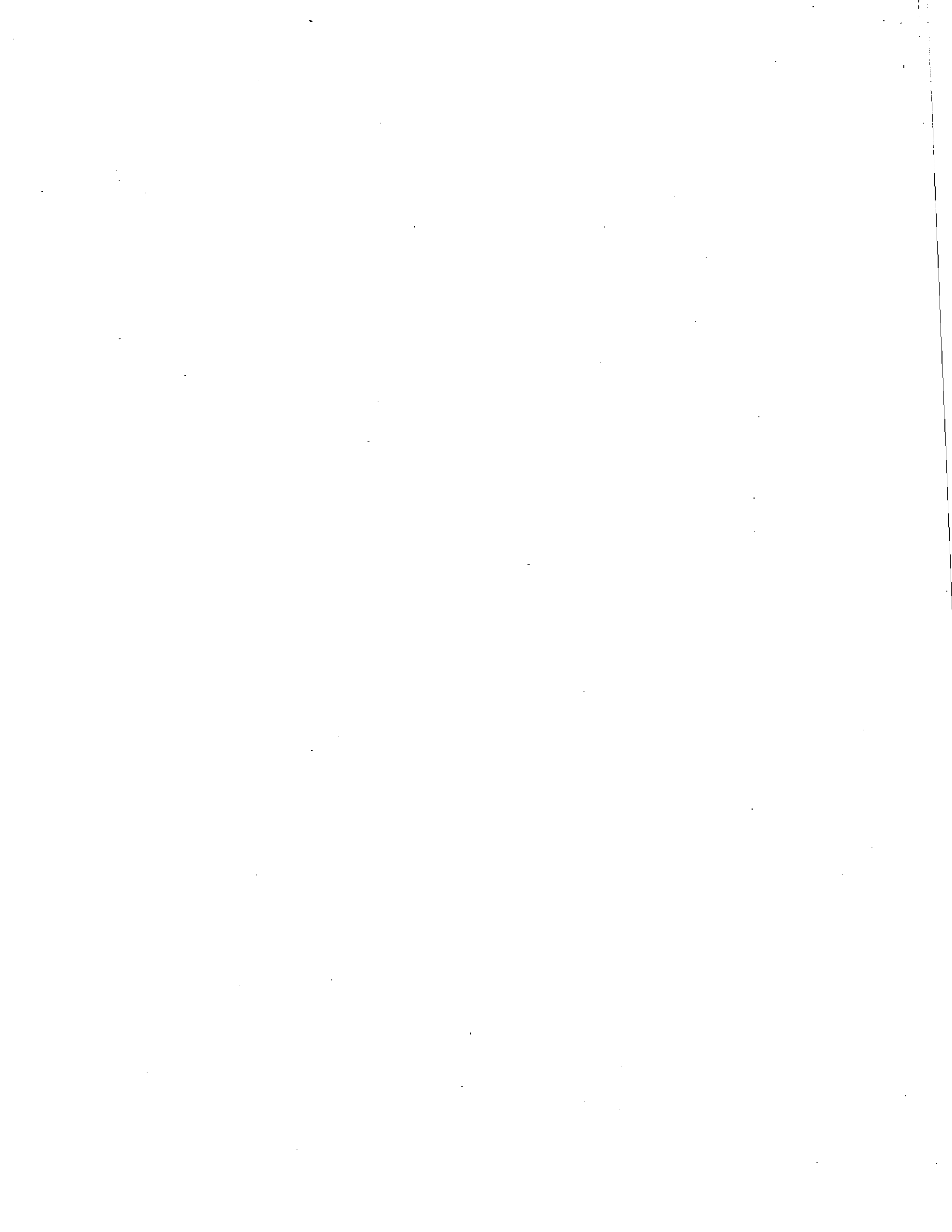
Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.3.E Choose words and phrases for effect.

CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.Q Choose words and phrases for effect.

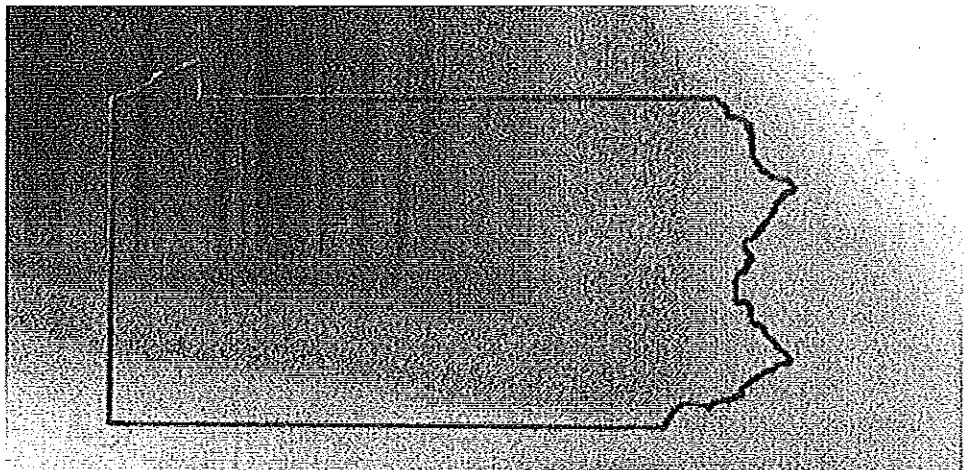


English Language Arts

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards

Grade

4



Pennsylvania Department of Education

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April 2014

Pennsylvania System of School Assessment

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

Reporting Category

The Assessment Anchors are organized into eight Reporting Categories. The Reporting Categories for Grade 4 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language
- E = Text-Dependent Analysis

Assessment Anchor

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

Anchor Descriptor

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

Eligible Content

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

Reference

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

Pennsylvania System of School Assessment

Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

| Genre | Key Ideas and Details (Key Ideas) | Craft and Structure/Integration of Knowledge and Ideas (CS) | Vocabulary Acquisition and Use (Vocabulary) |
|--------------------|--------------------------------------|--|--|
| Literature Text | A-K.1.1.1 | A-C.2.1.1 | A-V.4.1.1 |
| | A-K.1.1.2 | A-C.3.1.1 | A-V.4.1.2 |
| | A-K.1.1.3 | | |
| Informational Text | B-K.1.1.1 | B-C.2.1.1 | B-V.4.1.1 |
| | B-K.1.1.2 | B-C.2.1.2 | B-V.4.1.2 |
| | B-K.1.1.3 | B-C.3.1.1 | |
| | | B-C.3.1.2 | |
| | | B-C.3.1.3 | |

E04.A Literature Text
Reporting Category
ASSESSMENT ANCHOR
E04.A-K.1 Key Ideas and Details
DESCRIPTOR
ELIGIBLE CONTENT
E04.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Reference:

CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.B Cite relevant details from the text to support what the text says explicitly and make inferences.

CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

E04.A Literature Text
Reporting Category

| ASSESSMENT ANCHOR | |
|---|--|
| E04.A-C.2 Craft and Structure | |
| DESCRIPTOR | ELIGIBLE CONTENT |
| E04.A-C.2.1 Demonstrate understanding of craft and structure in literature. | E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <u>Note:</u> "Stories" means narration of events told through the text types of stories, dramas, or poems. |

Reference:

CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.

E04.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E04.A-C.3 Integration of Knowledge and Ideas

| DESCRIPTOR | ELIGIBLE CONTENT |
|---|---|
| E04.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts. | E04.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>Note:</u> "Stories" means narration of events told through the text types of stories, dramas, or poems. |

Reference:

CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

E04.A Literature Text
Reporting Category

| ASSESSMENT ANCHOR | |
|--|---|
| E04.A-V.4 Vocabulary Acquisition and Use | |
| DESCRIPTOR | ELIGIBLE CONTENT |
| E04.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. | <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., <i>Herculean effort</i>). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). <p>E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms. |

Reference:

- CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

E04.B Informational Text
Reporting Category
ASSESSMENT ANCHOR
E04.B-K.1 Key Ideas and Details
DESCRIPTOR
ELIGIBLE CONTENT

E04.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E04.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Reference:

CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.

CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

E04.B Informational Text
Reporting Category

| ASSESSMENT ANCHOR | |
|--|--|
| E04.B-C.2 Craft and Structure | |
| DESCRIPTOR | ELIGIBLE CONTENT |
| E04.B-C.2.1 Demonstrate understanding of craft and structure in informational texts. | E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. E04.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text. |

Reference:

CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.

CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

E04.B Informational Text
Reporting Category
ASSESSMENT ANCHOR
E04.B-C.3 Integration of Knowledge and Ideas
DESCRIPTOR
ELIGIBLE CONTENT
E04.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.

E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.

E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

Reference:

CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.

CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.

E04.B Informational Text
Reporting Category

| ASSESSMENT ANCHOR | |
|---|--|
| E04.B-V.4 Vocabulary Acquisition and Use | |
| DESCRIPTOR | ELIGIBLE CONTENT |
| <p>E04.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.</p> | <p>E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). c. Determine the meaning of general academic and domain-specific words or phrases used in a text. <p>E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms. |

Reference:

- CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

E04.C Writing
Reporting Category
ASSESSMENT ANCHOR
E04.C.1 Text Types and Purposes

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|---|
| E04.C.1.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | E04.C.1.1.1 | Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. |
| | | E04.C.1.1.2 | Provide reasons that are supported by facts and details. |
| | | E04.C.1.1.3 | Link an opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>). |
| | | E04.C.1.1.4 | Provide a concluding statement or section related to the opinion presented. |

Reference:

- CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.4.H Introduce the topic and state an opinion on the topic.
- CC.1.4.4.I Provide reasons that are supported by facts and details.
- CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

E04.C Writing
Reporting Category

| ASSESSMENT ANCHOR | |
|--|--|
| E04.C.1 Text Types and Purposes | |
| DESCRIPTOR | ELIGIBLE CONTENT |
| E04.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | E04.C.1.2.1 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose. |
| | E04.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| | E04.C.1.2.3 Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>). |
| | E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented. |

Reference:

CC.1.4.4.B Identify and introduce the topic clearly.

CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.

E04.C Writing

Reporting Category

ASSESSMENT ANCHOR

E04.C.1 Text Types and Purposes

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|--|------------------|--|
| E04.C.1.3 | Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | E04.C.1.3.1 | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. |
| | | E04.C.1.3.2 | Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations. |
| | | E04.C.1.3.3 | Use a variety of transitional words and phrases to manage the sequence of events. |
| | | E04.C.1.3.4 | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| | | E04.C.1.3.5 | Provide a conclusion that follows from the narrated experiences or events. |

Reference:

- CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
- CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
- CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
- CC.1.4.4.Q Choose words and phrases to convey ideas precisely.

E04.D Language

Reporting Category

ASSESSMENT ANCHOR

E04.D.1 Conventions of Standard English

| | DESCRIPTOR | ELIGIBLE CONTENT |
|-----------|---|--|
| E04.D.1.1 | Demonstrate command of the conventions of standard English grammar and usage. | E04.D.1.1.1 Use relative pronouns (e.g., <i>who, whose, whom, which, that</i>) and relative adverbs (e.g., <i>where, when, why</i>). |
| | | E04.D.1.1.2 Form and use the progressive verb tenses (e.g., <i>I was walking, I am walking, I will be walking</i>). |
| | | E04.D.1.1.3 Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. |
| | | E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). |
| | | E04.D.1.1.5 Form and use prepositional phrases. |
| | | E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* |
| | | E04.D.1.1.7 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).* |
| | | E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E04.D Language
Reporting Category
ASSESSMENT ANCHOR
E04.D.1 Conventions of Standard English

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|--|
| E04.D.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. | E04.D.1.2.1 | Use correct capitalization. |
| | | E04.D.1.2.2 | Use commas and quotation marks to mark direct speech and quotations from a text. |
| | | E04.D.1.2.3 | Use a comma before a coordinating conjunction in a compound sentence. |
| | | E04.D.1.2.4 | Spell grade-appropriate words correctly. |

Reference:

Eligible Content includes skills and understandings assessed in previous grades.

- CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E04.D Language
Reporting Category
ASSESSMENT ANCHOR
E04.D.2 Knowledge of Language

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|--|------------------|--|
| E04.D.2.1 | Use knowledge of language and its conventions. | E04.D.2.1.1 | Choose words and phrases to convey ideas precisely.* |
| | | E04.D.2.1.2 | Choose punctuation for effect.* |
| | | E04.D.2.1.3 | Choose words and phrases for effect.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.4.K Choose words and phrases to convey ideas precisely.

CC.1.4.4.Q Choose words and phrases to convey ideas precisely.

E04.E Text-Dependent Analysis
Reporting Category
ASSESSMENT ANCHOR
E04.E.1 Evidence-Based Analysis of Text

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|--|------------------|---|
| E04.E.1.1 | Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E04.E.1.1.1 | Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose. |
| | | E04.E.1.1.2 | Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. |
| | | E04.E.1.1.3 | Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>). |
| | | E04.E.1.1.4 | Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. |
| | | E04.E.1.1.5 | Provide a concluding statement or section related to the analysis presented. |

Reference:

Eligible Content includes skills and understandings assessed in previous grades.

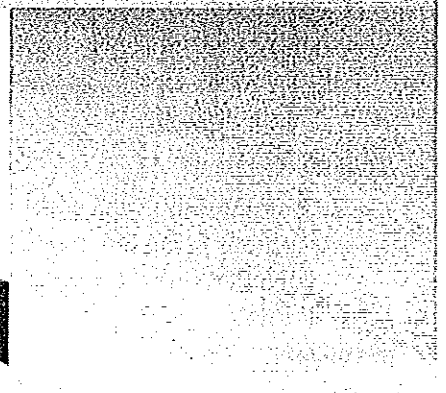
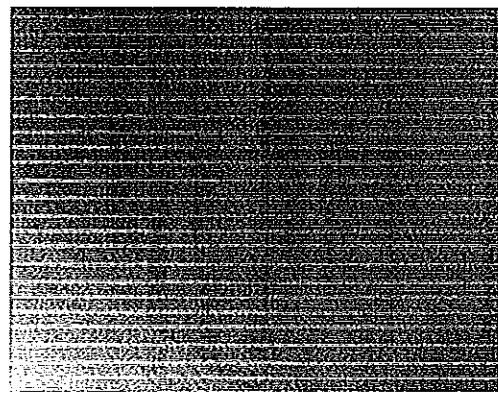
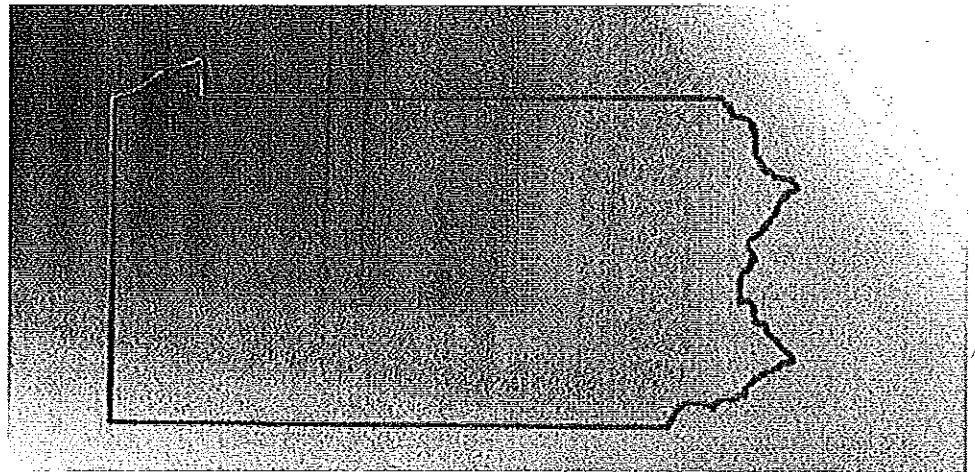
- CC.1.4.4.B Identify and introduce the topic clearly.
- CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
- CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CC.1.4.4.H Introduce the topic and state an opinion on the topic.
- CC.1.4.4.I Provide reasons that are supported by facts and details.
- CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
- CC.1.4.4.K Choose words and phrases to convey ideas precisely.

English Language Arts

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards

Grade

5



Pennsylvania Department of Education
www.pdesas.org www.education.state.pa.us

April 2014

Pennsylvania System of School Assessment

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

Reporting Category

The Assessment Anchors are organized into eight Reporting Categories. The Reporting Categories for Grade 5 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language
- E = Text-Dependent Analysis

Assessment Anchor

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

Anchor Descriptor

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

Eligible Content

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

Reference

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

Pennsylvania System of School Assessment

Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

| Genre | Key Ideas and Details | Craft and Structure/Integration of Knowledge and Ideas | Vocabulary Acquisition and Use |
|--------------------|-----------------------|--|--------------------------------|
| | (Key Ideas) | (CSI) | (Vocabulary) |
| Literature Text | A-K.1.1.1 | A-C.2.1.1 | A-V.4.1.1 |
| | A-K.1.1.2 | A-C.3.1.1 | A-V.4.1.2 |
| | A-K.1.1.3 | | |
| Informational Text | B-K.1.1.1 | B-C.2.1.1 | B-V.4.1.1 |
| | B-K.1.1.2 | B-C.2.1.2 | B-V.4.1.2 |
| | B-K.1.1.3 | B-C.3.1.1 | |
| | | B-C.3.1.2 | |
| | B-C.3.1.3 | | |

E05.A Literature Text
Reporting Category
ASSESSMENT ANCHOR
E05.A-K.1 Key Ideas and Details

| | DESCRIPTOR | | ELIGIBLE CONTENT |
|-------------|---|---------------|---|
| E05.A-K.1.1 | Demonstrate understanding of key ideas and details in literature. | E05.A-K.1.1.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text. |
| | | E05.A-K.1.1.2 | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| | | E05.A-K.1.1.3 | Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact). |

Reference:

- CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

E05.A Literature Text**Reporting Category****ASSESSMENT ANCHOR**

E05.A-C.2 Craft and Structure

DESCRIPTOR**ELIGIBLE CONTENT**

E05.A-C.2.1 Demonstrate understanding of craft and structure in literature.

E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.

Reference:

CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

E05.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E05.A-C.3 Integration of Knowledge and Ideas

DESCRIPTOR

ELIGIBLE CONTENT

E05.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.

E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics.
Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

Reference:

CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

E05.A Literature Text
Reporting Category

| ASSESSMENT ANCHOR | |
|--|---|
| E05.A-V.4 Vocabulary Acquisition and Use | |
| DESCRIPTOR | ELIGIBLE CONTENT |
| E05.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. | E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |

Reference:

- CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
- CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

E05.B Informational Text
Reporting Category
ASSESSMENT ANCHOR
E05.B-K.1 Key Ideas and Details

| DESCRIPTOR | ELIGIBLE CONTENT |
|---|---|
| E05.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts. | E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text. |
| | E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| | E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text. |

Reference:

- CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
- CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

E05.B Informational Text

Reporting Category

ASSESSMENT ANCHOR
E05.B-C.2 Craft and Structure

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|--|------------------|--|
| E05.B-C.2.1 | Demonstrate understanding of craft and structure in informational texts. | E05.B-C.2.1.1 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| | | E05.B-C.2.1.2 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts. |

Reference:

CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

E05.B Informational Text

Reporting Category

ASSESSMENT ANCHOR

E05.B-C.3 Integration of Knowledge and Ideas

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|--|
| E05.B-C.3.1 | Demonstrate understanding of connections within, between, and/or among informational texts. | E05.B-C.3.1.1 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| | | E05.B-C.3.1.2 | Integrate information from several texts on the same topic in order to demonstrate subject knowledge. |
| | | E05.B-C.3.1.3 | Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features. |

Reference:

- CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.
- CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.

E05.B Informational Text **Reporting Category**

ASSESSMENT ANCHOR
E05.B-V.4 Vocabulary Acquisition and Use

| DESCRIPTOR | ELIGIBLE CONTENT |
|---|--|
| <p>E05.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.</p> | <p>E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. <p>E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |

Reference:

- CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
- CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
- CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

E05.C Writing
Reporting Category
ASSESSMENT ANCHOR
E05.C.1 Text Types and Purposes

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|---|
| E05.C.1.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | E05.C.1.1.1 | Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. |
| | | E05.C.1.1.2 | Provide logically ordered reasons that are supported by facts and details. |
| | | E05.C.1.1.3 | Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). |
| | | E05.C.1.1.4 | Establish and maintain a formal style. |
| | | E05.C.1.1.5 | Provide a concluding section related to the opinion presented. |

Reference:

CC.1.4.5.H Introduce the topic and state an opinion on the topic.

CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.

CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.5.K Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

E05.C Writing

Reporting Category

ASSESSMENT ANCHOR

E05.C.1 Text Types and Purposes

| DESCRIPTOR | ELIGIBLE CONTENT |
|--|---|
| <p>E05.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> | <p>E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.</p> <p>E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E05.C.1.2.5 Establish and maintain a formal style.</p> <p>E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.</p> |

Reference:

CC.1.4.5.B Identify and introduce the topic clearly.

CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.5.D Group related information logically, linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.5.E Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

E05.C Writing
Reporting Category
ASSESSMENT ANCHOR
E05.C.1 Text Types and Purposes
DESCRIPTOR
ELIGIBLE CONTENT

| | |
|--|---|
| E05.C.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. |
| | E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations. |
| | E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| | E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| | E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events. |

Reference:

CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.5.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.5.Q Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

E05.D Language

Reporting Category

ASSESSMENT ANCHOR

E05.D.1 Conventions of Standard English

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|--|
| E05.D.1.1 | Demonstrate command of the conventions of standard English grammar and usage. | E05.D.1.1.1 | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| | | E05.D.1.1.2 | Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked; I will have walked</i>). |
| | | E05.D.1.1.3 | Use verb tense to convey various times, sequences, states, and conditions. |
| | | E05.D.1.1.4 | Recognize and correct inappropriate shifts in verb tense.* |
| | | E05.D.1.1.5 | Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). |
| | | E05.D.1.1.6 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* |
| | | E05.D.1.1.7 | Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).* |
| | | E05.D.1.1.8 | Ensure subject-verb and pronoun-antecedent agreement.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E05.D Language

Reporting Category

ASSESSMENT ANCHOR

E05.D.1 Conventions of Standard English

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|---|
| E05.D.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. | E05.D.1.2.1 | Use punctuation to separate items in a series.* |
| | | E05.D.1.2.2 | Use a comma to separate an introductory element from the rest of the sentence. |
| | | E05.D.1.2.3 | Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). |
| | | E05.D.1.2.4 | Use underlining, quotation marks, or italics to indicate titles of works. |
| | | E05.D.1.2.5 | Spell grade-appropriate words correctly. |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E05.D Language
Reporting Category

| ASSESSMENT ANCHOR | | | |
|-------------------------------|--|------------------|---|
| E05.D.2 Knowledge of Language | | | |
| DESCRIPTOR | | ELIGIBLE CONTENT | |
| E05.D.2.1 | Use knowledge of language and its conventions. | E05.D.2.1.1 | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| | | E05.D.2.1.2 | Choose words and phrases to convey ideas precisely.* |
| | | E05.D.2.1.3 | Choose punctuation for effect.* |
| | | E05.D.2.1.4 | Choose words and phrases for effect.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.5.E Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

CC.1.4.5.K Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.Q Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

E05.E Text-Dependent Analysis
Reporting Category
ASSESSMENT ANCHOR
E05.E.1 Evidence-Based Analysis of Text

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|--|------------------|---|
| E05.E.1.1 | Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E05.E.1.1.1 | Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. |
| | | E05.E.1.1.2 | Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. |
| | | E05.E.1.1.3 | Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>). |
| | | E05.E.1.1.4 | Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. |
| | | E05.E.1.1.5 | Establish and maintain a formal style. |
| | | E05.E.1.1.6 | Provide a concluding section related to the analysis presented. |

Reference:

Eligible Content includes skills and understandings assessed in previous grades.

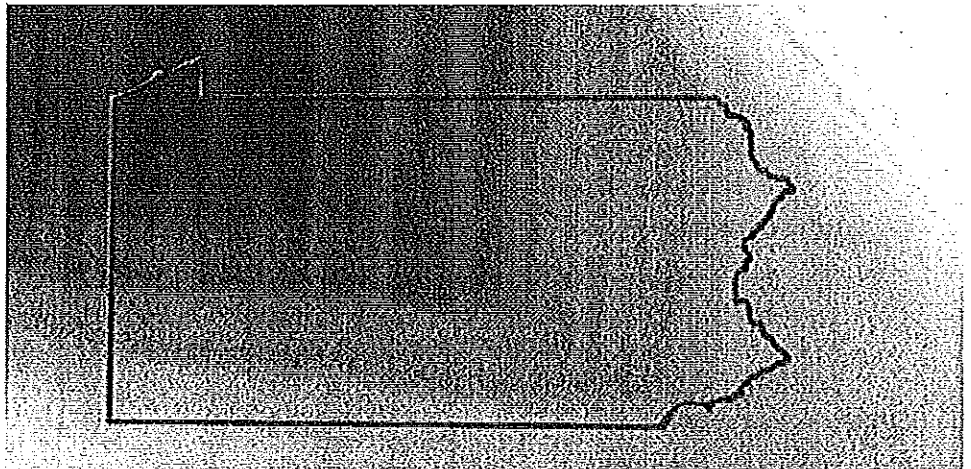
- CC.1.4.5.B Identify and introduce the topic clearly.
- CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
- CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.5.E Write with an awareness of style.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying length.
- CC.1.4.5.H Introduce the topic and state an opinion on the topic.
- CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.
- CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.
- CC.1.4.5.K Write with an awareness of style.
- Use sentences of varying length.
 - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

English Language Arts

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards

Grade

6



Pennsylvania Department of Education

www.pdesas.org

www.education.state.pa.us

April 2014

Pennsylvania System of School Assessment

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

Reporting Category

The Assessment Anchors are organized into eight Reporting Categories. The Reporting Categories for Grade 6 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C= Writing
- D = Language
- E = Text-Dependent Analysis

Assessment Anchor

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

Anchor Descriptor

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

Eligible Content

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

Reference

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

Pennsylvania System of School Assessment

Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

| Genre | Key Ideas and Details | Craft and Structure/Integration of Knowledge and Ideas | Vocabulary Acquisition and Use |
|--------------------|-----------------------|--|--------------------------------|
| | (Key Ideas) | (CS) | (Vocabulary) |
| Literature Text | A-K.1.1.1 | A-C.2.1.1 | A-V.4.1.1 |
| | A-K.1.1.2 | A-C.2.1.2 | A-V.4.1.2 |
| | A-K.1.1.3 | A-C.2.1.3 | |
| | | A-C.3.1.1 | |
| Informational Text | B-K.1.1.1 | B-C.2.1.1 | B-V.4.1.1 |
| | B-K.1.1.2 | B-C.2.1.2 | B-V.4.1.2 |
| | B-K.1.1.3 | B-C.2.1.3 | |
| | | B-C.3.1.1 | |
| | | B-C.3.1.2 | |

E06.A Literature Text
Reporting Category
ASSESSMENT ANCHOR
E06.A-K.1 Key Ideas and Details
DESCRIPTOR
ELIGIBLE CONTENT

E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

Reference:

CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

E06.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E06.A-C.2 Craft and Structure

DESCRIPTOR

ELIGIBLE CONTENT

E06.A-C.2.1 Demonstrate understanding of craft and structure in literature.

E06.A-C.2.1.1 Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

Reference:

CC.1.3.6.D Determine an author’s purpose in a text and explain how it is conveyed in the text.

CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.

CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

E06.A Literature Text**Reporting Category****ASSESSMENT ANCHOR****E06.A-C.3 Integration of Knowledge and Ideas****DESCRIPTOR****ELIGIBLE CONTENT****E06.A-C.3.1** Demonstrate understanding of connections within, between, and/or among texts.**E06.A-C.3.1.1** Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.**Reference:****CC.1.3.6.H** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

E06.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E06.A-V.4 Vocabulary Acquisition and Use

DESCRIPTOR

ELIGIBLE CONTENT

E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Reference:

CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

E06.B Informational Text

Reporting Category

ASSESSMENT ANCHOR

E06.B-K.1 Key Ideas and Details

| DESCRIPTOR | ELIGIBLE CONTENT |
|--|---|
| <p>E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.</p> | <p>E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> |
| | <p>E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.</p> |
| | <p>E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).</p> |

Reference:

- CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

E06.B Informational Text
Reporting Category
ASSESSMENT ANCHOR
E06.B-C.2 Craft and Structure
DESCRIPTOR
ELIGIBLE CONTENT

E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

E06.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

Reference:

CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.

E06.B Informational Text**Reporting Category****ASSESSMENT ANCHOR****E06.B-C.3** Integration of Knowledge and Ideas**DESCRIPTOR****ELIGIBLE CONTENT****E06.B-C.3.1** Demonstrate understanding of connections within and/or among informational texts.**E06.B-C.3.1.1** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).**E06.B-C.3.1.2** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**Reference:**

CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.

CC.1.2.6.I Examine how two authors present similar information in different types of text.

E06.B Informational Text
Reporting Category
ASSESSMENT ANCHOR
E06.B-V.4 Vocabulary Acquisition and Use
DESCRIPTOR
ELIGIBLE CONTENT

E06.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. Determine the meaning of technical words and phrases used in a text.

E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Reference:

- CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

E06.C Writing
Reporting Category
ASSESSMENT ANCHOR
E06.C.1 Text Types and Purposes

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|--|
| E06.C.1.1 | Write arguments to support claims with clear reasons and relevant evidence. | E06.C.1.1.1 | Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence. |
| | | E06.C.1.1.2 | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
| | | E06.C.1.1.3 | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. |
| | | E06.C.1.1.4 | Establish and maintain a formal style. |
| | | E06.C.1.1.5 | Provide a concluding section that reinforces the claims and reasons presented. |

Reference:

CC.1.4.6.H Introduce and state an opinion on a topic.

CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice
- Establish and maintain a formal style.

E06.C Writing
Reporting Category
ASSESSMENT ANCHOR
E06.C.1 Text Types and Purposes
DESCRIPTOR
ELIGIBLE CONTENT

E06.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

E06.C.1.2.1 Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

E06.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

E06.C.1.2.3 Use appropriate transitions to clarify the relationships among ideas and concepts.

E06.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E06.C.1.2.5 Establish and maintain a formal style.

E06.C.1.2.6 Provide a concluding section that follows from the information or explanation presented.

Reference:

CC.1.4.6.B Identify and introduce the topic for the intended audience.

CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

E06.C Writing

Reporting Category

ASSESSMENT ANCHOR

E06.C.1 Text Types and Purposes

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|---|
| E06.C.1.3 | Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. | E06.C.1.3.1 | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose. |
| | | E06.C.1.3.2 | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| | | E06.C.1.3.3 | Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another. |
| | | E06.C.1.3.4 | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| | | E06.C.1.3.5 | Provide a conclusion that follows from the narrated experiences or events. |

Reference:

- CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
- CC.1.4.6.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
- CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.
 - Vary sentence patterns for meaning, reader/listener interest, and style.
 - Use precise language.
 - Develop and maintain a consistent voice.

E06.D Language
Reporting Category

| ASSESSMENT ANCHOR | |
|---|---|
| DESCRIPTION | ELIGIBLE CONTENT |
| E06.D.1 Conventions of Standard English | |
| E06.D.1.1 Demonstrate command of the conventions of standard English grammar and usage. | E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive). E06.D.1.1.2 Use intensive pronouns (e.g., <i>myself, ourselves</i>). E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.* E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.* E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E06.D.1.1.7 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).* E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E06.D Language
Reporting Category
ASSESSMENT ANCHOR
E06.D.1 Conventions of Standard English
DESCRIPTOR
ELIGIBLE CONTENT

| | | | |
|-----------|---|-------------|--|
| E06.D.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. | E06.D.1.2.1 | Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* |
| | | E06.D.1.2.2 | Spell correctly. |
| | | E06.D.1.2.3 | Use punctuation to separate items in a series.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

- CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E06.D Language
Reporting Category

| ASSESSMENT ANCHOR | | | |
|-------------------------------|--|-------------|---|
| E06.D.2 Knowledge of Language | | | |
| | DESCRIPTOR | | ELIGIBLE CONTENT |
| E06.D.2.1 | Use knowledge of language and its conventions. | E06.D.2.1.1 | Vary sentence patterns for meaning, reader/listener interest, and style.* |
| | | E06.D.2.1.2 | Maintain consistency in style and tone.* |
| | | E06.D.2.1.3 | Choose words and phrases to convey ideas precisely.* |
| | | E06.D.2.1.4 | Choose punctuation for effect.* |
| | | E06.D.2.1.5 | Choose words and phrases for effect.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Use precise language.
- Develop and maintain a consistent voice.

CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

E06.E Text-Dependent Analysis
Reporting Category
ASSESSMENT ANCHOR
E06.E.1 Evidence-Based Analysis of Text

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|--|------------------|---|
| E06.E.1.1 | Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E06.E.1.1.1 | Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. |
| | | E06.E.1.1.2 | Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). |
| | | E06.E.1.1.3 | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| | | E06.E.1.1.4 | Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. |
| | | E06.E.1.1.5 | Establish and maintain a formal style. |
| | | E06.E.1.1.6 | Provide a concluding section that follows from the analysis presented. |

Reference:

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.6.B Identify and introduce the topic for the intended audience.

CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.6.H Introduce and state an opinion on a topic.

CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

E06.E Text-Dependent Analysis

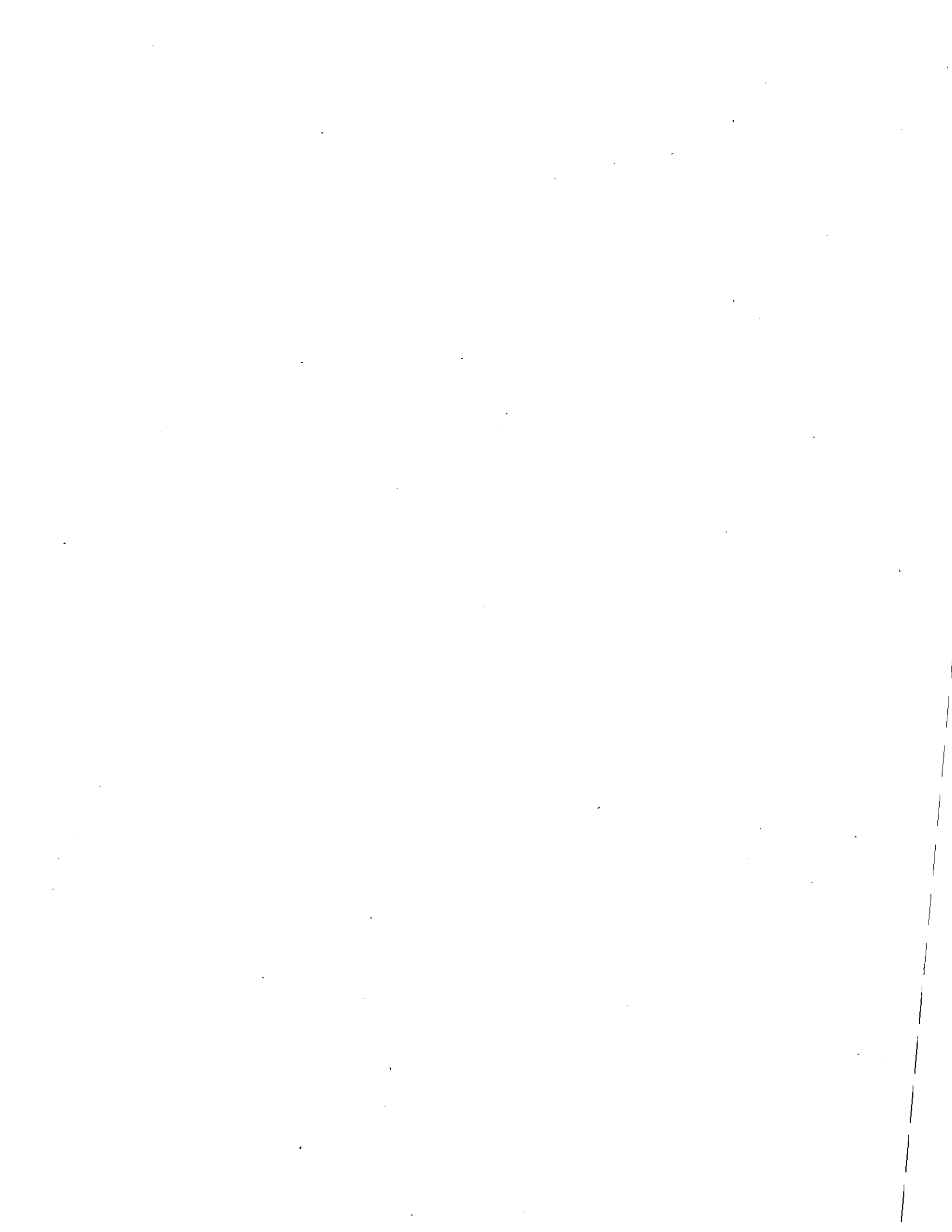
Reporting Category

CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

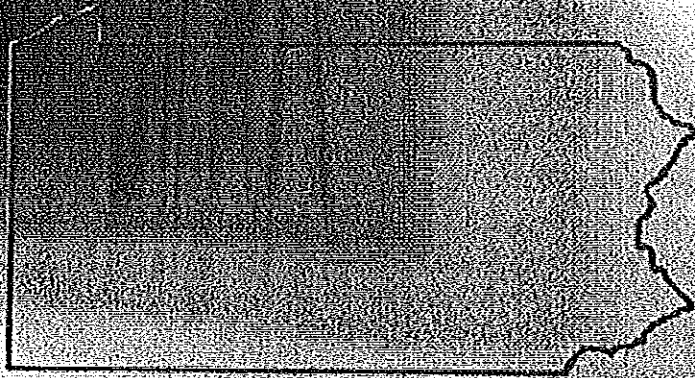


English Language Arts

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards

Grade

7



Pennsylvania Department of Education

www.pdesas.org

www.education.state.pa.us

April 2014

Pennsylvania System of School Assessment

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

Reporting Category

The Assessment Anchors are organized into eight Reporting Categories. The Reporting Categories for Grade 7 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language
- E = Text-Dependent Analysis

Assessment Anchor

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

Anchor Descriptor

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

Eligible Content

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

Reference

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

Pennsylvania System of School Assessment

Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

| Genre | Key Ideas and Details | Craft and Structure/Integration of Knowledge and Ideas | Vocabulary Acquisition and Use |
|--------------------|-----------------------|--|--------------------------------|
| | (Key Ideas) | (CSI) | (Vocabulary) |
| Literature Text | A-K.1.1.1 | A-C.2.1.1 | A-V.4.1.1 |
| | A-K.1.1.2 | A-C.2.1.2 | A-V.4.1.2 |
| | A-K.1.1.3 | A-C.2.1.3 | |
| | | A-C.3.1.1 | |
| Informational Text | B-K.1.1.1 | B-C.2.1.1 | B-V.4.1.1 |
| | B-K.1.1.2 | B-C.2.1.2 | B-V.4.1.2 |
| | B-K.1.1.3 | B-C.2.1.3 | |
| | | B-C.3.1.1 | |
| | | B-C.3.1.2 | |

E07.A Literature Text
Reporting Category
ASSESSMENT ANCHOR
E07.A-K.1 Key Ideas and Details
DESCRIPTOR
E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

ELIGIBLE CONTENT
E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

Reference:

CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

E07.A Literature Text
Reporting Category
ASSESSMENT ANCHOR
E07.A-C.2 Craft and Structure
DESCRIPTOR
E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.

ELIGIBLE CONTENT
E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Reference:

CC.1.3.7.D Determine an author's purpose in a text and explain how it is conveyed in a text.

CC.1.3.7.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.

CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

E07.A Literature Text**Reporting Category****ASSESSMENT ANCHOR****E07.A-C.3 Integration of Knowledge and Ideas****DESCRIPTOR****E07.A-C.3.1** Demonstrate understanding of connections within, between, and/or among texts.**ELIGIBLE CONTENT****E07.A-C.3.1.1** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**Reference:****CC.1.3.7.H** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

E07.A Literature Text
Reporting Category

| ASSESSMENT ANCHOR | |
|--|---|
| DESCRIPTOR | ELIGIBLE CONTENT |
| E07.A-V.4 Vocabulary Acquisition and Use | |
| E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. | <p>E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). <p>E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). |

Reference:

- CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
- CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

E07.B Informational Text

Reporting Category

ASSESSMENT ANCHOR

E07.B-K.1 Key Ideas and Details

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|--|------------------|--|
| E07.B-K.1.1 | Demonstrate understanding of key ideas and details in informational texts. | E07.B-K.1.1.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| | | E07.B-K.1.1.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| | | E07.B-K.1.1.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events). |

Reference:

- CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

E07.B Informational Text
Reporting Category

| ASSESSMENT ANCHOR | |
|--|---|
| DESCRIPTOR | ELIGIBLE CONTENT |
| E07.B-C.2 Craft and Structure | |
| E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts. | E07.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas. E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone. |

Reference:

- CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.
- CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

E07.B Informational Text
Reporting Category
ASSESSMENT ANCHOR
E07.B-C.3 Integration of Knowledge and Ideas

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|--|
| E07.B-C.3.1 | Demonstrate understanding of connections within, between, and/or among informational texts. | E07.B-C.3.1.1 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| | | E07.B-C.3.1.2 | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |

Reference:

CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.

E07.B Informational Text

Reporting Category

ASSESSMENT ANCHOR

E07.B-V.4 Vocabulary Acquisition and Use

DESCRIPTOR

ELIGIBLE CONTENT

E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- c. Determine the meaning of technical words and phrases used in a text.

E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

Reference:

- CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
- CC.1.2.7.J Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

E07.C Writing
Reporting Category
ASSESSMENT ANCHOR
E07.C.1 Text Types and Purposes
DESCRIPTOR
ELIGIBLE CONTENT

| E07.C.1.1 | Write arguments to support claims with clear reasons and relevant evidence. | E07.C.1.1.1 | Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence. |
|-----------|---|-------------|--|
| | | E07.C.1.1.2 | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| | | E07.C.1.1.3 | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| | | E07.C.1.1.4 | Establish and maintain a formal style. |
| | | E07.C.1.1.5 | Provide a concluding section that reinforces the claims and reasons presented. |

Reference:

CC.1.4.7.H Introduce and state an opinion on a topic.

CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

E07.C Writing
Reporting Category

| ASSESSMENT ANCHOR | |
|--|--|
| E07.C.1 Text Types and Purposes | |
| DESCRIPTOR | ELIGIBLE CONTENT |
| E07.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | E07.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose. |
| | E07.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| | E07.C.1.2.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| | E07.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | E07.C.1.2.5 Establish and maintain a formal style. |
| | E07.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented. |

Reference:

- CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.
- CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities.
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style.

E07.C Writing
Reporting Category
ASSESSMENT ANCHOR
E07.C.1 Text Types and Purposes

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|---|
| E07.C.1.3 | Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. | E07.C.1.3.1 | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose. |
| | | E07.C.1.3.2 | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| | | E07.C.1.3.3 | Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another. |
| | | E07.C.1.3.4 | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | E07.C.1.3.5 | Provide a conclusion that follows from and reflects on the narrated experiences or events. |

Reference:

- CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- CC.1.4.7.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
- CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - Use sentences of varying lengths and complexities.
 - Use precise language.
 - Develop and maintain a consistent voice.

E07.D Language
Reporting Category

| ASSESSMENT ANCHOR | |
|---|---|
| E07.D.1. Conventions of Standard English | |
| DESCRIPTOR | ELIGIBLE CONTENT |
| E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage. | E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences. |
| | E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| | E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* |
| | E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.* |
| | E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* |
| | E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tense.* |
| | E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* |
| | E07.D.1.1.8 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).* |
| | E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E07.D Language
Reporting Category
ASSESSMENT ANCHOR
E07.D.1 Conventions of Standard English

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|---|
| E07.D.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. | E07.D.1.2.1 | Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). |
| | | E07.D.1.2.2 | Spell correctly. |
| | | E07.D.1.2.3 | Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.* |
| | | E07.D.1.2.4 | Use punctuation to separate items in a series.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E07.D Language

Reporting Category

| ASSESSMENT ANCHOR | |
|--|--|
| E07.D.2 Knowledge of Language | |
| DESCRIPTOR | ELIGIBLE CONTENT |
| E07.D.2.1 Use knowledge of language and its conventions. | E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* |
| | E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.* |
| | E07.D.2.1.3 Maintain consistency in style and tone.* |
| | E07.D.2.1.4 Choose punctuation for effect.* |
| | E07.D.2.1.5 Choose words and phrases for effect.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities..
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Use sentences of varying lengths and complexities.
- Use precise language.
- Develop and maintain a consistent voice.

E07.E Text-Dependent Analysis

Reporting Category

ASSESSMENT ANCHOR

E07.E.1 Evidence-Based Analysis of Text

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|--|------------------|---|
| E07.E.1.1 | Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E07.E.1.1.1 | Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. |
| | | E07.E.1.1.2 | Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). |
| | | E07.E.1.1.3 | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| | | E07.E.1.1.4 | Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. |
| | | E07.E.1.1.5 | Establish and maintain a formal style. |
| | | E07.E.1.1.6 | Provide a concluding section that follows from and supports the analysis presented. |

Reference:

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.H Introduce and state an opinion on a topic.

E07.E Text-Dependent Analysis

Reporting Category

- CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- CC.1.4.7.J Organize the claim(s) with clear reasons and evidence; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities.
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style.
- CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.



English Language Arts

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards

Grade

8



Pennsylvania Department of Education
www.pdesas.org www.education.state.pa.us

April 2014

Pennsylvania System of School Assessment

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

Reporting Category

The Assessment Anchors are organized into eight Reporting Categories. The Reporting Categories for Grade 8 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language
- E = Text-Dependent Analysis

Assessment Anchor

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

Anchor Descriptor

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

Eligible Content

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

Reference

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

Pennsylvania System of School Assessment

Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

| Genre | Key Ideas and Details | Craft and Structure/Integration of Knowledge and Ideas | Vocabulary Acquisition and Use |
|--------------------|-----------------------|--|--------------------------------|
| | (Key Ideas) | (CSI) | (Vocabulary) |
| Literature Text | A-K.1.1.1 | A-C.2.1.1 | A-V.4.1.1 |
| | A-K.1.1.2 | A-C.2.1.2 | A-V.4.1.2 |
| | A-K.1.1.3 | A-C.2.1.3 | |
| | | A-C.3.1.1 | |
| Informational Text | B-K.1.1.1 | B-C.2.1.1 | B-V.4.1.1 |
| | B-K.1.1.2 | B-C.2.1.2 | B-V.4.1.2 |
| | B-K.1.1.3 | B-C.2.1.3 | |
| | | B-C.3.1.1 | |
| | | B-C.3.1.2 | |

E08.A Literature Text

Reporting Category

| ASSESSMENT ANCHOR | |
|--|--|
| E08.A-K.1 | Key Ideas and Details |
| DESCRIPTOR | ELIGIBLE CONTENT |
| E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature. | <p>E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.</p> |

Reference:

- CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

E08.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E08.A-C.2 Craft and Structure

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|--|
| E08.A-C.2.1 | Demonstrate understanding of craft and structure in literature. | E08.A-C.2.1.1 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| | | E08.A-C.2.1.2 | Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style. |
| | | E08.A-C.2.1.3 | Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |

Reference:

- CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

E08.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E08.A-C.3 Integration of Knowledge and Ideas

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|---|
| E08.A-C.3.1 | Demonstrate understanding of connections within, between, and/or among texts. | E08.A-C.3.1.1 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems. |

Reference:

CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

E08.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E08.A-V.4 Vocabulary Acquisition and Use

| DESCRIPTOR | ELIGIBLE CONTENT |
|--|---|
| <p>E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.</p> | <p>E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). <p>E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). |

Reference:

- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.
- CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

E08.B Informational Text
Reporting Category
ASSESSMENT ANCHOR
E08.B-K.1 Key Ideas and Details

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|--|------------------|---|
| E08.B-K.1.1 | Demonstrate understanding of key ideas and details in informational texts. | E08.B-K.1.1.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. |
| | | E08.B-K.1.1.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| | | E08.B-K.1.1.3 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories). |

Reference:

CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

E08.B Informational Text
Reporting Category
ASSESSMENT ANCHOR
E08.B-C.2 Craft and Structure

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|--|------------------|---|
| E08.B-C.2.1 | Demonstrate understanding of craft and structure in informational texts. | E08.B-C.2.1.1 | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| | | E08.B-C.2.1.2 | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |
| | | E08.B-C.2.1.3 | Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |

Reference:

- CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
- CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

E08.B Informational Text

Reporting Category

ASSESSMENT ANCHOR

E08.B-C.3 Integration of Knowledge and Ideas

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|--|
| E08.B-C.3.1 | Demonstrate understanding of connections within, between, and/or among informational texts. | E08.B-C.3.1.1 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| | | E08.B-C.3.1.2 | Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation. |

Reference:

- CC.1.2.8.H Evaluate an author's arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
- CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

E08.B Informational Text

Reporting Category

ASSESSMENT ANCHOR

E08.B-V.4 Vocabulary Acquisition and Use

| DESCRIPTOR | ELIGIBLE CONTENT |
|---|--|
| <p>E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.</p> | <p>E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). c. Determine the meaning of technical words and phrases used in a text. |
| | <p>E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). |

Reference:

- CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
- CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

E08.C Writing

Reporting Category

ASSESSMENT ANCHOR

E08.C.1 Text Types and Purposes

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|--|
| E08.C.1.1 | Write arguments to support claims with clear reasons and relevant evidence. | E08.C.1.1.1 | Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence. |
| | | E08.C.1.1.2 | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| | | E08.C.1.1.3 | Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |
| | | E08.C.1.1.4 | Establish and maintain a formal style. |
| | | E08.C.1.1.5 | Provide a concluding section that reinforces the claims and reasons presented. |

Reference:

CC.1.4.8.H Introduce and state an opinion on a topic.

CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

E08.C Writing

Reporting Category

ASSESSMENT ANCHOR

E08.C.1 Text Types and Purposes

| DESCRIPTOR | ELIGIBLE CONTENT |
|---|--|
| <p>E08.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> | <p>E08.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.</p> <p>E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>E08.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E08.C.1.2.5 Establish and maintain a formal style.</p> <p>E08.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.</p> |

Reference:

- CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.
- CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities.
 - Create tone and voice through precise language.
 - Establish and maintain a formal style.

E08.C Writing
Reporting Category
ASSESSMENT ANCHOR
E08.C.1 Text Types and Purposes

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|---|
| E08.C.1.3 | Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. | E08.C.1.3.1 | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose. |
| | | E08.C.1.3.2 | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| | | E08.C.1.3.3 | Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events. |
| | | E08.C.1.3.4 | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| | | E08.C.1.3.5 | Provide a conclusion that follows from and reflects on the narrated experiences or events. |

Reference:

- CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
- CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
 - Use sentences of varying lengths and complexities.
 - Create tone and voice through precise language.

E08.D Language
Reporting Category
ASSESSMENT ANCHOR
E08.D.1 Conventions of Standard English

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|--|
| E08.D.1.1 | Demonstrate command of the conventions of standard English grammar and usage. | E08.D.1.1.1 | Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences. |
| | | E08.D.1.1.2 | Form and use verbs in the active and passive voice. |
| | | E08.D.1.1.3 | Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. |
| | | E08.D.1.1.4 | Recognize and correct inappropriate shifts in verb voice and mood.* |
| | | E08.D.1.1.5 | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* |
| | | E08.D.1.1.6 | Recognize and correct inappropriate shifts in pronoun number and person.* |
| | | E08.D.1.1.7 | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* |
| | | E08.D.1.1.8 | Recognize and correct inappropriate shifts in verb tense.* |
| | | E08.D.1.1.9 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* |
| | | E08.D.1.1.10 | Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).* |
| | | E08.D.1.1.11 | Ensure subject-verb and pronoun-antecedent agreement.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

- CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E08.D Language

Reporting Category

ASSESSMENT ANCHOR

E08.D.1 Conventions of Standard English

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|---|------------------|--|
| E08.D.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. | E08.D.1.2.1 | Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. |
| | | E08.D.1.2.2 | Use an ellipsis to indicate an omission. |
| | | E08.D.1.2.3 | Spell correctly. |
| | | E08.D.1.2.4 | Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.* |
| | | E08.D.1.2.5 | Use punctuation to separate items in a series.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E08.D Language
Reporting Category
ASSESSMENT ANCHOR
E08.D.2 Knowledge of Language

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|------------|--|------------------|--|
| E08.D.2.1 | Use knowledge of language and its conventions. | E08.D.2.1.1 | Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact). |
| | | E08.D.2.1.2 | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* |
| | | E08.D.2.1.3 | Vary sentence patterns for meaning, reader/listener interest, and style.* |
| | | E08.D.2.1.4 | Maintain consistency in style and tone.* |
| | | E08.D.2.1.5 | Choose punctuation for effect.* |
| | | E08.D.2.1.6 | Choose words and phrases for effect.* |

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.

E08.E Text-Dependent Analysis

Reporting Category

ASSESSMENT ANCHOR

E08.E.1 Evidence-Based Analysis of Text

| DESCRIPTOR | ELIGIBLE CONTENT |
|--|--|
| <p>E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.</p> | <p>E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).</p> <p>E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p>E08.E.1.1.5 Establish and maintain a formal style.</p> <p>E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</p> |

Reference:

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

CC.1.4.8.H Introduce and state an opinion on a topic.

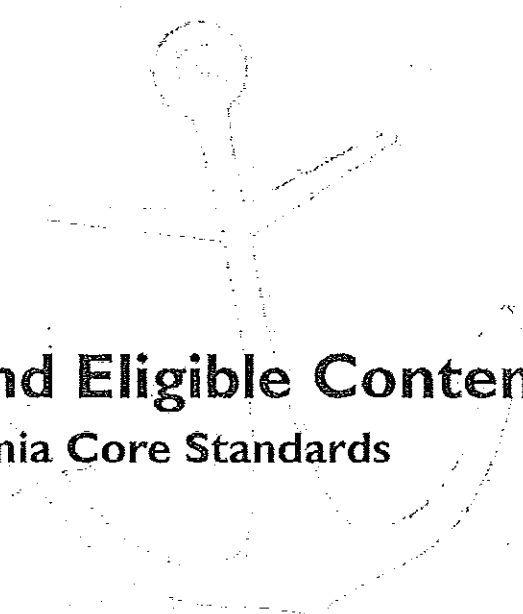
E08.E Text-Dependent Analysis**Reporting Category**

- CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities.
 - Create tone and voice through precise language.
 - Establish and maintain a formal style.
- CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

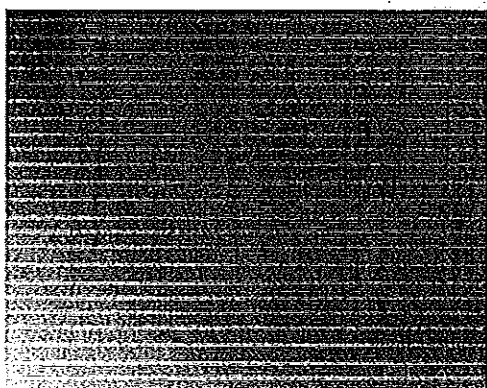
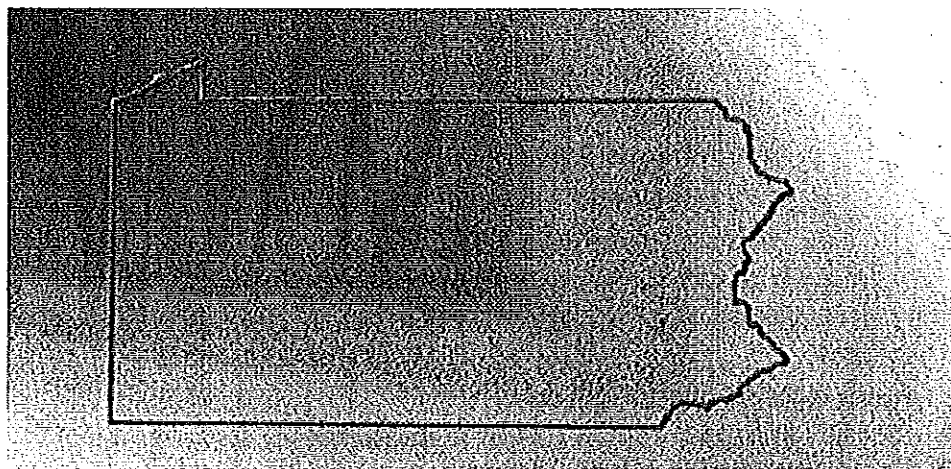


Mathematics

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards



Grade
3



Pennsylvania Department of Education

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April 2014

Pennsylvania System of School Assessment

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, followed by Anchor Descriptor, and then finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

Reporting Category

The Assessment Anchors are organized into four classifications, as listed below.

- A = Numbers and Operations
- B = Algebraic Concepts
- C = Geometry
- D = Data Analysis and Probability

These four classifications are used throughout the grade levels. In addition to these classifications, there are five Reporting Categories for each grade level. The first letter of each Reporting Category represents the classification; the second letter represents the Domain as stated in the Pennsylvania Core Standards for Mathematics. Listed below are the Reporting Categories for Grade 3.

- A-T = Numbers and Operations in Base Ten
- A-F = Numbers and Operations—Fractions
- B-O = Operations and Algebraic Thinking
- C-G = Geometry
- D-M = Measurement and Data

The title of each Reporting Category is consistent with the title of the corresponding Domain in the Pennsylvania Core Standards for Mathematics. The Reporting Category title appears at the top of each page.

Assessment Anchor

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

Anchor Descriptor

Below each Assessment Anchor is one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

Eligible Content

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA. **Note:** All Grade 3 Eligible Content statements are considered Non-Calculator.

Reference

In the space below each Assessment Anchor table is a code representing one or more Pennsylvania Core Standards for Mathematics that correlate to the Eligible Content statements.

M03.A-T Numbers and Operations in Base Ten
Reporting Category
ASSESSMENT ANCHOR
M03.A-T.1 Use place-value understanding and properties of operations to perform multi-digit arithmetic

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|---|
| M03.A-T.1.1 | Apply place-value strategies to solve problems. | M03.A-T.1.1.1 | Round two- and three-digit whole numbers to the nearest ten or hundred, respectively. |
| | | M03.A-T.1.1.2 | Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers. |
| | | M03.A-T.1.1.3 | Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90). |
| | | M03.A-T.1.1.4 | Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers). |

Reference:

CC.2.1.3.B.1

Apply place-value understanding and properties of operations to perform multi-digit arithmetic.

M03.A-F Numbers and Operations—Fractions
Reporting Category
ASSESSMENT ANCHOR
M03.A-F.1 Develop an understanding of fractions as numbers

| | DESCRIPTOR | | ELIGIBLE CONTENT |
|-------------|---|---------------|--|
| M03.A-F.1.1 | Develop and apply number theory concepts to compare quantities and magnitudes of fractions and whole numbers. | M03.A-F.1.1.1 | Demonstrate that when a whole or set is partitioned into y equal parts, the fraction $1/y$ represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary). |
| | | M03.A-F.1.1.2 | Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary). |
| | | M03.A-F.1.1.3 | Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator). <i>Example 1:</i> $1/2 = 2/4$ <i>Example 2:</i> $4/6 = 2/3$ |
| | | M03.A-F.1.1.4 | Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8). <i>Example 1:</i> Express 3 in the form $3 = 3/1$. <i>Example 2:</i> Recognize that $6/1 = 6$. |
| | | M03.A-F.1.1.5 | Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols $>$, $=$, or $<$, and/or justify the conclusions. |

Reference:

CC.2.1.3.C.1

Explore and develop an understanding of fractions as numbers.

M03.B-O Operations and Algebraic Thinking
Reporting Category

| ASSESSMENT ANCHOR | |
|---|---|
| DESCRIPTOR | ELIGIBLE CONTENT |
| M03.B-O.1.1 Understand various meanings of multiplication and division. | <p>M03.B-O.1.1.1 Interpret and/or describe products of whole numbers (up to and including 10×10).</p> <p><i>Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects.</i></p> <p><i>Example 2: Describe a context in which a total number of objects can be expressed as 5×7.</i></p> <p>M03.B-O.1.1.2 Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10).</p> <p><i>Example 1: Interpret $48 \div 8$ as the number of objects in each share when 48 objects are partitioned equally into 8 shares, or as a number of shares when 48 objects are partitioned into equal shares of 8 objects each.</i></p> <p><i>Example 2: Describe a context in which a number of shares or a number of groups can be expressed as $48 \div 8$.</i></p> |

Reference:

CC.2.2.3.A.1

Represent and solve problems involving multiplication and division.

M03.B-O Operations and Algebraic Thinking
Reporting Category
ASSESSMENT ANCHOR
M03.B-O.1 Represent and solve problems involving multiplication and division.
DESCRIPTOR
ELIGIBLE CONTENT

M03.B-O.1.2 Solve mathematical and real-world problems using multiplication and division, including determining the missing number in a multiplication and/or division equation.

M03.B-O.1.2.1 Use multiplication (up to and including 10×10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.

M03.B-O.1.2.2 Determine the unknown whole number in a multiplication (up to and including 10×10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers.

Example: Determine the unknown number that makes an equation true.

Reference:

CC.2.2.3.A.1

Represent and solve problems involving multiplication and division.

M03.B-O Operations and Algebraic Thinking**Reporting Category****ASSESSMENT ANCHOR****M03.B-O.2 Understand properties of multiplication and the relationship between multiplication and division.****DESCRIPTOR****ELIGIBLE CONTENT****M03.B-O.2.1** Use properties to simplify and solve multiplication problems.**M03.B-O.2.1.1** Apply the commutative property of multiplication (not identification or definition of the property).**M03.B-O.2.1.2** Apply the associative property of multiplication (not identification or definition of the property).**Reference:**

CC.2.2.3.A.2

Understand properties of multiplication and the relationship between multiplication and division.

M03.B-O Operations and Algebraic Thinking**Reporting Category****ASSESSMENT ANCHOR****M03.B-O.2 Understand properties of multiplication and the relationship between multiplication and division.****DESCRIPTOR****ELIGIBLE CONTENT****M03.B-O.2.2** Relate division to a missing-number multiplication equation.**M03.B-O.2.2.1** Interpret and/or model division as a multiplication equation with an unknown factor.*Example: Find $32 \div 8$ by solving $8 \times ? = 32$.***Reference:**

CC.2.2.3.A.2

Understand properties of multiplication and the relationship between multiplication and division.

M03.B-O Operations and Algebraic Thinking
Reporting Category
ASSESSMENT ANCHOR
M03.B-O.3 Solve problems involving the four operations, and identify and explain patterns in arithmetic.
DESCRIPTOR
ELIGIBLE CONTENT

| | | | |
|--------------------|--|----------------------|--|
| M03.B-O.3.1 | Use operations, patterns, and estimation strategies to solve problems (may include word problems). | M03.B-O.3.1.1 | Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers. |
| | | M03.B-O.3.1.2 | Represent two-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with whole numbers and having whole-number answers. |
| | | M03.B-O.3.1.3 | Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole-number answers. |
| | | M03.B-O.3.1.4 | Solve two-step equations using order of operations (equation is explicitly stated with no grouping symbols). |
| | | M03.B-O.3.1.5 | Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations. <i>Example 1: Observe that 4 times a number is always even.</i> <i>Example 2: Explain why 6 times a number can be decomposed into three equal addends.</i> |
| | | M03.B-O.3.1.6 | Create or match a story to a given combination of symbols (+, −, ×, ÷, <, >, and =) and numbers. |
| | | M03.B-O.3.1.7 | Identify the missing symbol (+, −, ×, ÷, <, >, and =) that makes a number sentence true. |

Reference:

CC.2.2.3.A.4

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

M03.C-G Geometry
Reporting Category
ASSESSMENT ANCHOR
M03.C-G.1 Reason with shapes and their attributes.

| M03.C-G.1.1 | DESCRIPTOR | ELIGIBLE CONTENT |
|-------------|--------------------------------------|--|
| | Analyze characteristics of polygons. | <p data-bbox="703 394 1474 478">M03.C-G.1.1.1 Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category.</p> <p data-bbox="906 489 1455 573"><i>Example 1: A rhombus and a rectangle are both quadrilaterals since they both have exactly four sides.</i></p> <p data-bbox="906 583 1455 667"><i>Example 2: A triangle and a pentagon are both polygons since they are both multi-sided plane figures.</i></p> |
| | | <p data-bbox="703 688 1474 802">M03.C-G.1.1.2 Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.</p> |
| | | <p data-bbox="703 823 1474 907">M03.C-G.1.1.3 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p> <p data-bbox="906 917 1422 976"><i>Example 1: Partition a shape into 4 parts with equal areas.</i></p> <p data-bbox="906 987 1455 1039"><i>Example 2: Describe the area of each of 8 equal parts as $\frac{1}{8}$ of the area of the shape.</i></p> |

Reference:

CC.2.3.3.A.1

Identify, compare, and classify shapes and their attributes.

CC.2.3.3.A.2

Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

M03.D-M Measurement and Data**Reporting Category****ASSESSMENT ANCHOR****M03.D-M.1 Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.****DESCRIPTOR****ELIGIBLE CONTENT****M03.D-M.1.1** Determine or calculate time and elapsed time.**M03.D-M.1.1.1** Tell, show, and/or write time (analog) to the nearest minute.**M03.D-M.1.1.2** Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).**Reference:**

CC.2.4.3.A.2

Tell and write time to the nearest minute and solve problems by calculating time intervals.

M03.D-M Measurement and Data

Reporting Category

ASSESSMENT ANCHOR

M03.D-M.1 Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.

| DESCRIPTOR | ELIGIBLE CONTENT |
|---|---|
| <p>M03.D-M.1.2 Use the attributes of liquid volume, mass, and length of objects.</p> | <p>M03.D-M.1.2.1 Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).</p> <p>M03.D-M.1.2.2 Add, subtract, multiply, and divide to solve one-step word problems involving masses or liquid volumes that are given in the same units.</p> <p>M03.D-M.1.2.3 Use a ruler to measure lengths to the nearest quarter inch or centimeter.</p> |

Reference:

CC.2.4.3.A.1

Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.

M03.D-M Measurement and Data
Reporting Category
ASSESSMENT ANCHOR
M03.D-M.1 Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects

| DESCRIPTOR | ELIGIBLE CONTENT |
|--|---|
| M03.D-M.1.3 Count, compare, and make change using a collection of coins and one-dollar bills. | M03.D-M.1.3.1 Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than \$5.00. |
| | M03.D-M.1.3.2 Make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, and dollar). |
| | M03.D-M.1.3.3 Round amounts of money to the nearest dollar. |

Reference:

CC.2.4.3.A.3

Solve problems and make change involving money using a combination of coins and bills.

M03.D-M Measurement and Data

Reporting Category

ASSESSMENT ANCHOR

M03.D-M.2 Represent and interpret data.

DESCRIPTOR

ELIGIBLE CONTENT

M03.D-M.2.1 Organize, display, and answer questions based on data.

M03.D-M.2.1.1 Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).

M03.D-M.2.1.2 Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10).

Example 1: (One-step) "Which category is the largest?"

Example 2: (Two-step) "How many more are in category A than in category B?"

M03.D-M.2.1.3 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.

M03.D-M.2.1.4 Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables.

Example: Convert a tally chart to a bar graph.

Reference:

CC.2.4.3.A.4

Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

M03.D-M Measurement and Data
Reporting Category
ASSESSMENT ANCHOR
M03.D-M.3 Geometric measurement: understand concepts of area and relate area to multiplication and to addition
DESCRIPTOR
ELIGIBLE CONTENT
M03.D-M.3.1 Find the areas of plane figures.
M03.D-M.3.1.1 Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).

M03.D-M.3.1.2 Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

Reference:

CC.2.4.3.A.5

Determine the area of a rectangle and apply the concept to multiplication and to addition.

M03.D-M Measurement and Data**Reporting Category****ASSESSMENT ANCHOR****M03.D-M.4 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.****DESCRIPTOR****ELIGIBLE CONTENT****M03.D-M.4.1** Find and use the perimeters of plane figures.**M03.D-M.4.1.1** Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.**Reference:**

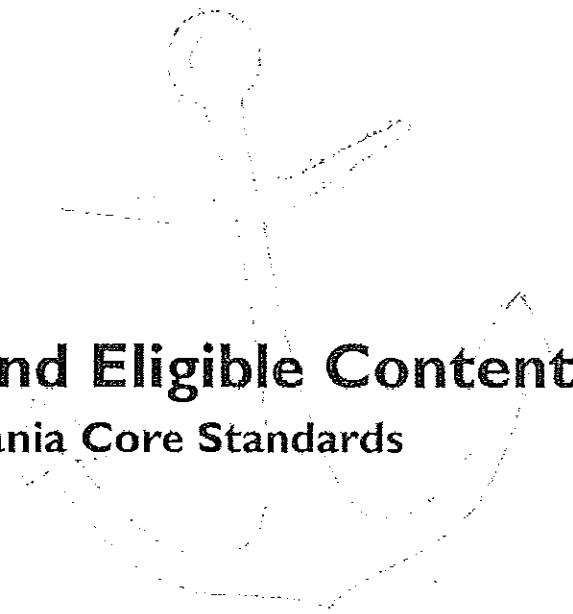
CC.2.4.3.A.6

Solve problems involving perimeters of polygons and distinguish between linear and area measures.

Mathematics

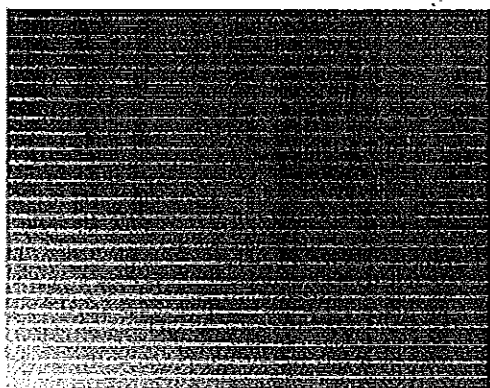
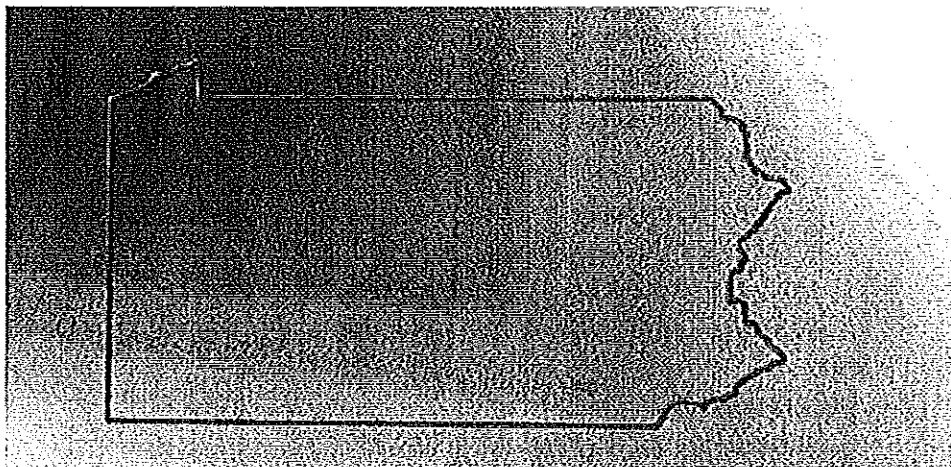
Assessment Anchors and Eligible Content

Aligned to the Pennsylvania Core Standards



Grade

4



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April 2014

Pennsylvania System of School Assessment

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, followed by Anchor Descriptor, and then finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

Reporting Category

The Assessment Anchors are organized into four classifications, as listed below.

- A = Numbers and Operations
- B = Algebraic Concepts
- C = Geometry
- D = Data Analysis and Probability

These four classifications are used throughout the grade levels. In addition to these classifications, there are five Reporting Categories for each grade level. The first letter of each Reporting Category represents the classification; the second letter represents the Domain as stated in the Pennsylvania Core Standards for Mathematics. Listed below are the Reporting Categories for Grade 4.

- A-T = Numbers and Operations in Base Ten
- A-F = Numbers and Operations—Fractions
- B-O = Operations and Algebraic Thinking
- C-G = Geometry
- D-M = Measurement and Data

The title of each Reporting Category is consistent with the title of the corresponding Domain in the Pennsylvania Core Standards for Mathematics. The Reporting Category title appears at the top of each page.

Assessment Anchor

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

Anchor Descriptor

Below each Assessment Anchor is one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

Eligible Content

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

Reference

In the space below each Assessment Anchor table is a code representing one or more Pennsylvania Core Standards for Mathematics that correlate to the Eligible Content statements.

M04.A-T Numbers and Operations in Base Ten**Reporting Category****ASSESSMENT ANCHOR****M04.A-T.1 Generalize place-value understanding for multi-digit whole numbers****DESCRIPTOR**

M04.A-T.1.1 Apply place-value and numeration concepts to compare, find equivalencies, and round.

ELIGIBLE CONTENT

M04.A-T.1.1.1 Demonstrate an understanding that in a multi-digit whole number (through 1,000,000), a digit in one place represents ten times what it represents in the place to its right.

Example: Recognize that in the number 770, the 7 in the hundreds place is ten times the 7 in the tens place.

M04.A-T.1.1.2 Read and write whole numbers in expanded, standard, and word form through 1,000,000.

M04.A-T.1.1.3 Compare two multi-digit numbers through 1,000,000 based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols.

M04.A-T.1.1.4 Round multi-digit whole numbers (through 1,000,000) to any place.

Reference:

CC.2.1.4.B.1

Apply place-value concepts to show an understanding of multi-digit whole numbers.

M04.A-T Numbers and Operations in Base Ten
Reporting Category
ASSESSMENT ANCHOR
M04.A-T.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.
DESCRIPTOR
ELIGIBLE CONTENT
M04.A-T.2.1 Use operations to solve problems.

M04.A-T.2.1.1 Add and subtract multi-digit whole numbers (limit sums and subtrahends up to and including 1,000,000).

M04.A-T.2.1.2 Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.

M04.A-T.2.1.3 Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.

M04.A-T.2.1.4 Estimate the answer to addition, subtraction, and multiplication problems using whole numbers through six digits (for multiplication, no more than 2 digits \times 1 digit, excluding powers of 10).

Reference:

CC.2.1.4.B.2

Use place value understanding and properties of operations to perform multi-digit arithmetic.

M04.A-F Numbers and Operations—Fractions**Reporting Category****ASSESSMENT ANCHOR****M04.A-F.1 Extend understanding of fraction equivalence and ordering.****DESCRIPTOR****ELIGIBLE CONTENT****M04.A-F.1.1** Find equivalencies and compare fractions.**M04.A-F.1.1.1** Recognize and generate equivalent fractions.**M04.A-F.1.1.2** Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols $>$, $=$, or $<$ and justify the conclusions.**Reference:**

CC.2.1.4.C.1

Extend the understanding of fractions to show equivalence and ordering.

M04.A-F Numbers and Operations—Fractions
Reporting Category
ASSESSMENT ANCHOR
M04.A-F.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
DESCRIPTOR
ELIGIBLE CONTENT
M04.A-F.2.1 Solve problems involving fractions and whole numbers (straight computation or word problems).

- M04.A-F.2.1.1** Add and subtract fractions with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; answers do not need to be simplified; and no improper fractions as the final answer).
- M04.A-F.2.1.2** Decompose a fraction or a mixed number into a sum of fractions with the same denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100), recording the decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model).
Example 1: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ OR $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$
Example 2: $2\frac{1}{12} = 1 + 1 + \frac{1}{12} = \frac{12}{12} + \frac{12}{12} + \frac{1}{12}$
- M04.A-F.2.1.3** Add and subtract mixed numbers with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; no regrouping with subtraction; fractions do not need to be simplified; and no improper fractions as the final answers).
- M04.A-F.2.1.4** Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).
- M04.A-F.2.1.5** Multiply a whole number by a unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number).
Example: $5 \times (\frac{1}{4}) = \frac{5}{4}$
- M04.A-F.2.1.6** Multiply a whole number by a non-unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number).
Example: $3 \times (\frac{5}{6}) = \frac{15}{6}$
- M04.A-F.2.1.7** Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).

Reference:

CC.2.1.4.C.2

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

M04.A-F Numbers and Operations—Fractions
Reporting Category
ASSESSMENT ANCHOR
M04.A-F.3 Understand decimal notation for fractions and compare decimal fractions.

| DESCRIPTOR | ELIGIBLE CONTENT |
|--|---|
| M04.A-F.3.1 Use operations to solve problems involving decimals, including converting between fractions and decimals (may include word problems). | M04.A-F.3.1.1 Add two fractions with respective denominators 10 and 100. <i>Example: Express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{30}{100} + \frac{4}{100} = \frac{34}{100}$.</i> M04.A-F.3.1.2 Use decimal notation for fractions with denominators 10 or 100. <i>Example: Rewrite 0.62 as $\frac{62}{100}$ and vice versa.</i> M04.A-F.3.1.3 Compare two decimals to hundredths using the symbols $>$, $=$, or $<$, and justify the conclusions. |

Reference:

CC.2.1.4.C.3

 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., $\frac{19}{100}$).

M04.B-O Operations and Algebraic Thinking
Reporting Category
ASSESSMENT ANCHOR
M04.B-O.1 Use the four operations with whole numbers to solve problems
DESCRIPTOR

M04.B-O.1.1 Use numbers and symbols to model the concepts of expressions and equations.

ELIGIBLE CONTENT

M04.B-O.1.1.1 Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.

Example 1: Interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.

Example 2: Know that the statement 24 is 3 times as many as 8 can be represented by the equation $24 = 3 \times 8$ or $24 = 8 \times 3$.

M04.B-O.1.1.2 Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.

Example: Know that 3×4 can be used to represent that Student A has 4 objects and Student B has 3 times as many objects not just 3 more objects.

M04.B-O.1.1.3 Solve multi-step word problems posed with whole numbers using the four operations. Answers will be either whole numbers or have remainders that must be interpreted yielding a final answer that is a whole number. Represent these problems using equations with a symbol or letter standing for the unknown quantity.

M04.B-O.1.1.4 Identify the missing symbol (+, −, ×, ÷, =, <, and >) that makes a number sentence true (single-digit divisor only).

Reference:

CC.2.2.4.A.1

Represent and solve problems involving the four operations.

M04.B-O Operations and Algebraic Thinking**Reporting Category****ASSESSMENT ANCHOR****M04.B-O.2 Gain familiarity with factors and multiples****DESCRIPTOR**

M04.B-O.2.1 Develop and apply number theory concepts to represent numbers in various ways.

ELIGIBLE CONTENT

M04.B-O.2.1.1 Find all factor pairs for a whole number in the interval 1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given one-digit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.

Reference:

CC.2.2.4.A.2

Develop and/or apply number theory concepts to find factors and multiples.

M04.B-O Operations and Algebraic Thinking
Reporting Category
ASSESSMENT ANCHOR
M04.B-O.3 Generate and analyze patterns.
DESCRIPTOR
ELIGIBLE CONTENT

M04.B-O.3.1 Recognize, describe, extend, create, and replicate a variety of patterns.

M04.B-O.3.1.1 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Example 1: Given the rule "add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms alternate between odd and even numbers.

Example 2: Given the rule "increase the number of sides by 1" and starting with a triangle, observe that the tops of the shapes alternate between a side and a vertex.

M04.B-O.3.1.2 Determine the missing elements in a function table (limit to +, −, or × and to whole numbers or money).

M04.B-O.3.1.3 Determine the rule for a function given a table (limit to +, −, or × and to whole numbers).

Reference:

CC.2.2.4.A.4

Generate and analyze patterns using one rule.

M04.C-G Geometry
Reporting Category
ASSESSMENT ANCHOR
M04.C-G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

| DESCRIPTOR | ELIGIBLE CONTENT |
|---|--|
| M04.C-G.1.1 List properties, classify, draw, and identify geometric figures in two dimensions. | M04.C-G.1.1.1 Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. |
| | M04.C-G.1.1.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. |
| | M04.C-G.1.1.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into mirroring parts. Identify line-symmetric figures and draw lines of symmetry (up to two lines of symmetry). |

Reference:

CC.2.3.4.A.1

Draw lines and angles and identify these in two-dimensional figures.

CC.2.3.4.A.2

Classify two-dimensional figures by properties of their lines and angles.

CC.2.3.4.A.3

Recognize symmetric shapes and draw lines of symmetry.

M04.D-M Measurement and Data
Reporting Category
ASSESSMENT ANCHOR
M04.D-M.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

| | DESCRIPTOR | ELIGIBLE CONTENT |
|-------------|---|--|
| M04.D-M.1.1 | Solve problems involving length, weight (mass), liquid volume, time, area, and perimeter. | <p data-bbox="698 409 1472 787"> M04.D-M.1.1.1 Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; and c, pt, qt, gal), metric units (cm, m, km; g, kg; and mL, L), and time (sec, min, hr, day, wk, mo, and yr). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A table of equivalencies will be provided. <i>Example 1: Know that 1 kg is 1,000 times as heavy as 1 g.</i> <i>Example 2: Express the length of a 4-foot snake as 48 in.</i> </p> <p data-bbox="698 798 1472 997"> M04.D-M.1.1.2 Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money, including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit. </p> <p data-bbox="698 1008 1472 1165"> M04.D-M.1.1.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems (may include finding a missing side length). Whole numbers only. The formulas will be provided. </p> <p data-bbox="698 1176 1472 1350"> M04.D-M.1.1.4 Identify time (analog or digital) as the amount of minutes before or after the hour. <i>Example 1: 2:50 is the same as 10 minutes before 3:00.</i> <i>Example 2: Quarter past six is the same as 6:15.</i> </p> |

Reference:

CC.2.4.4.A.1

Solve problems involving measurement and conversions from a larger unit to a smaller unit.

M04.D-M Measurement and Data
Reporting Category
ASSESSMENT ANCHOR
M04.D-M.2 Represent and Interpret data

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|--|------------------|--|
| M04.D-M.2.1 | Organize, display, and answer questions based on data. | M04.D-M.2.1.1 | Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{8}$). |
| | | M04.D-M.2.1.2 | Solve problems involving addition and subtraction of fractions by using information presented in line plots (line plots must be labeled with common denominators, such as $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$). |
| | | M04.D-M.2.1.3 | Translate information from one type of display to another (table, chart, bar graph, or pictograph). |

Reference:

CC.2.4.4.A.2

Translate information from one type of data display to another.

CC.2.4.4.A.4

Represent and interpret data involving fractions using information provided in a line plot.

M04.D-M Measurement and Data**Reporting Category****ASSESSMENT ANCHOR****M04.D-M.3 Geometric measurement: understand concepts of angle; measure and create angles.**

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|--|------------------|---|
| M04.D-M.3.1 | Use appropriate tools and units to sketch an angle and determine angle measurements. | M04.D-M.3.1.1 | Measure angles in whole-number degrees using a protractor. With the aid of a protractor, sketch angles of specified measure. |
| | | M04.D-M.3.1.2 | Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems. (Angles must be adjacent and non-overlapping.) |

Reference:

CC.2.4.4.A.6

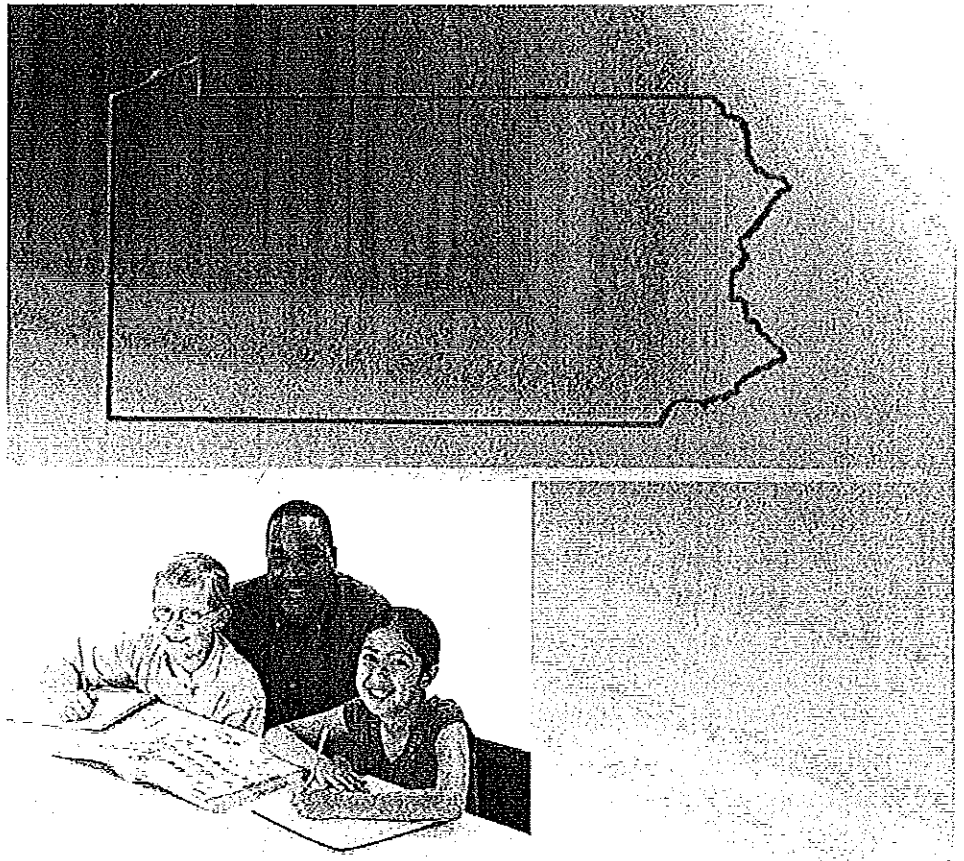
Measure angles and use properties of adjacent angles to solve problems.

Mathematics

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards



Grade
5



Pennsylvania Department of Education

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April 2014

Pennsylvania System of School Assessment

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, followed by Anchor Descriptor, and then finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

Reporting Category

The Assessment Anchors are organized into four classifications, as listed below.

- A = Numbers and Operations
- B = Algebraic Concepts
- C = Geometry
- D = Data Analysis and Probability

These four classifications are used throughout the grade levels. In addition to these classifications, there are five Reporting Categories for each grade level. The first letter of each Reporting Category represents the classification; the second letter represents the Domain as stated in the Pennsylvania Core Standards for Mathematics. Listed below are the Reporting Categories for Grade 5.

- A-T = Numbers and Operations in Base Ten
- A-F = Numbers and Operations—Fractions
- B-O = Operations and Algebraic Thinking
- C-G = Geometry
- D-M = Measurement and Data

The title of each Reporting Category is consistent with the title of the corresponding Domain in the Pennsylvania Core Standards for Mathematics. The Reporting Category title appears at the top of each page.

Assessment Anchor

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

Anchor Descriptor

Below each Assessment Anchor is one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

Eligible Content

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

Reference

In the space below each Assessment Anchor table is a code representing one or more Pennsylvania Core Standards for Mathematics that correlate to the Eligible Content statements.

M05.A-T Numbers and Operations in Base Ten

Reporting Category

ASSESSMENT ANCHOR

M05.A-T.1 Understand the place-value system

DESCRIPTOR

M05.A-T.1.1 Demonstrate understanding of place-value of whole numbers and decimals, and compare quantities or magnitudes of numbers.

ELIGIBLE CONTENT

M05.A-T.1.1.1 Demonstrate an understanding that in a multi-digit number, a digit in one place represents $1/10$ of what it represents in the place to its left.

Example: Recognize that in the number 770, the $\overline{7}$ in the tens place is $1/10$ the 7 in the hundreds place.

M05.A-T.1.1.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Example 1: $4 \times 10^2 = 400$

Example 2: $0.05 \div 10^3 = 0.00005$

M05.A-T.1.1.3 Read and write decimals to thousandths using base-ten numerals, word form, and expanded form.

Example: $347.392 = 300 + 40 + 7 + 0.3 + 0.09 + 0.002 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (0.1) + 9 \times (0.01) + 2 \times (0.001)$

M05.A-T.1.1.4 Compare two decimals to thousandths based on meanings of the digits in each place using $>$, $=$, and $<$ symbols.

M05.A-T.1.1.5 Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place).

Reference:

CC.2.1.5.B.1

Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.

M05.A-T Numbers and Operations in Base Ten
Reporting Category
ASSESSMENT ANCHOR
M05.A-T.2 Perform operations with multi-digit whole numbers and with decimals to hundredths.

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|--|
| M05.A-T.2.1 | Use whole numbers and decimals to compute accurately (straight computation or word problems). | M05.A-T.2.1.1 | Multiply multi-digit whole numbers (not to exceed three-digit by three-digit). |
| | | M05.A-T.2.1.2 | Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. |
| | | M05.A-T.2.1.3 | Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals). |

Reference:

CC.2.1.5.B.2

Extend an understanding of operations with whole numbers to perform operations including decimals.

M05.A-F Numbers and Operations—Fractions**Reporting Category****ASSESSMENT ANCHOR****M05.A-F.1 Use equivalent fractions as a strategy to add and subtract fractions.****DESCRIPTOR****ELIGIBLE CONTENT**

M05.A-F.1.1 Solve addition and subtraction problems involving fractions (straight computation or word problems).

M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.)
Example: $2/3 + 5/4 = 8/12 + 15/12 = 23/12$

Reference:

CC.2.1.5.C.1

Use the understanding of equivalency to add and subtract fractions.

M05.A-F Numbers and Operations—Fractions

Reporting Category

ASSESSMENT ANCHOR

M05.A-F.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

| DESCRIPTOR | ELIGIBLE CONTENT |
|---|--|
| <p>M05.A-F.2.1 Solve multiplication and division problems involving fractions and whole numbers (straight computation or word problems).</p> | <p>M05.A-F.2.1.1 Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers).</p> <p>M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.</p> <p>M05.A-F.2.1.3 Demonstrate an understanding of multiplication as scaling (resizing). <i>Example 1: Comparing the size of a product to the size of one factor on the basis of the size of the other factor without performing the indicated multiplication.</i> <i>Example 2: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.</i></p> <p>M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</p> |

Reference:

CC.2.1.5.C.2

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

M05.B-O Operations and Algebraic Thinking
Reporting Category
ASSESSMENT ANCHOR
M05.B-O.1 Write and interpret numerical expressions.
DESCRIPTOR
ELIGIBLE CONTENT

M05.B-O.1.1 Analyze and complete calculations by applying the order of operations.

M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluate expressions containing these symbols.

M05.B-O.1.1.2 Write simple expressions that model calculations with numbers and interpret numerical expressions without evaluating them.

Example 1: Express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$.

Example 2: Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$ without having to calculate the indicated sum or product.

Reference:

CC.2.2.5.A.1

Interpret and evaluate numerical expressions using order of operations.

M05.B-O Operations and Algebraic Thinking
Reporting Category
ASSESSMENT ANCHOR
M05.B-O.2 Analyze patterns and relationships.
DESCRIPTOR
ELIGIBLE CONTENT
M05.B-O.2.1 Create, extend, and analyze patterns.

M05.B-O.2.1.1 Generate two numerical patterns using two given rules.

Example: Given the rule "add 3" and the starting number 0 and given the rule "add 6" and the starting number 0, generate terms in the resulting sequences.

M05.B-O.2.1.2 Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules.

Example: Given two patterns in which the first pattern follows the rule "add 8" and the second pattern follows the rule "add 2," observe that the terms in the first pattern are 4 times the size of the terms in the second pattern.

Reference:

CC.2.2.5.A.4

Analyze patterns and relationships using two rules.

M05.C-G Geometry
Reporting Category
ASSESSMENT ANCHOR
M05.C-G.1 Graph points on the coordinate plane to solve real-world and mathematical problems.

| DESCRIPTOR | ELIGIBLE CONTENT |
|--|--|
| M05.C-G.1.1 Identify parts of a coordinate grid and describe or interpret points given an ordered pair. | M05.C-G.1.1.1 Identify parts of the coordinate plane (x -axis, y -axis, and the origin) and the ordered pair (x -coordinate and y -coordinate). Limit the coordinate plane to quadrant I. |
| | M05.C-G.1.1.2 Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane and interpret coordinate values of points in the context of the situation. |

Reference:

CC.2.3.5.A.1

Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.

M05.C-G Geometry

Reporting Category

ASSESSMENT ANCHOR

M05.C-G.2 Classify two-dimensional figures into categories based on their properties.

DESCRIPTOR

ELIGIBLE CONTENT

M05.C-G.2.1 Use basic properties to classify two-dimensional figures.

M05.C-G.2.1.1 Classify two-dimensional figures in a hierarchy based on properties.
Example 1: All polygons have at least three sides, and pentagons are polygons, so all pentagons have at least three sides.
Example 2: A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.

Reference:

CC.2.3.5.A.2

Classify two-dimensional figures into categories based on an understanding of their properties.

M05.D-M Measurement and Data
Reporting Category
ASSESSMENT ANCHOR
M05.D-M.1 Convert like measurement units within a given measurement system.
DESCRIPTOR
ELIGIBLE CONTENT
M05.D-M.1.1 Solve problems using simple conversions (may include multi-step, real-world problems).

M05.D-M.1.1.1 Convert between different-sized measurement units within a given measurement system. A table of equivalencies will be provided.

Example: Convert 5 cm to meters.
Reference:

CC.2.4.5.A.1

Solve problems using conversions within a given measurement system.

M05.D-M Measurement and Data

Reporting Category

ASSESSMENT ANCHOR

M05.D-M.2 Represent and interpret data.

DESCRIPTOR

ELIGIBLE CONTENT

M05.D-M.2.1 Organize, display, and answer questions based on data.

M05.D-M.2.1.1 Solve problems involving computation of fractions by using information presented in line plots.

M05.D-M.2.1.2 Display and interpret data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and use a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.

Reference:

CC.2.4.5.A.2

Represent and interpret data using appropriate scale.

CC.2.4.5.A.4

Solve problems involving computation of fractions using information provided in a line plot.

M05.D-M Measurement and Data
Reporting Category
ASSESSMENT ANCHOR
M05.D-M.3 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

| DESCRIPTOR | ELIGIBLE CONTENT |
|--|---|
| M05.D-M.3.1 Use, describe, and develop procedures to solve problems involving volume. | M05.D-M.3.1.1 Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. Formulas will be provided. M05.D-M.3.1.2 Find volumes of solid figures composed of two non-overlapping right rectangular prisms. |

Reference:

CC.2.4.5.A.5

Apply concepts of volume to solve problems and relate volume to multiplication and to addition.

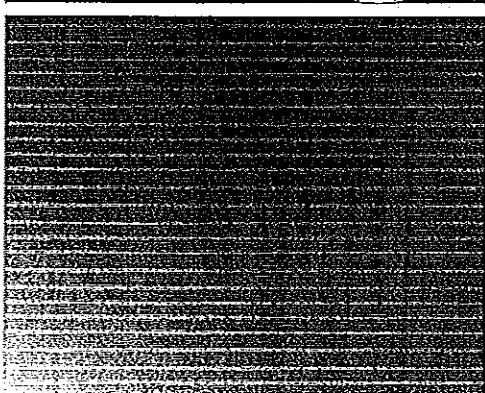
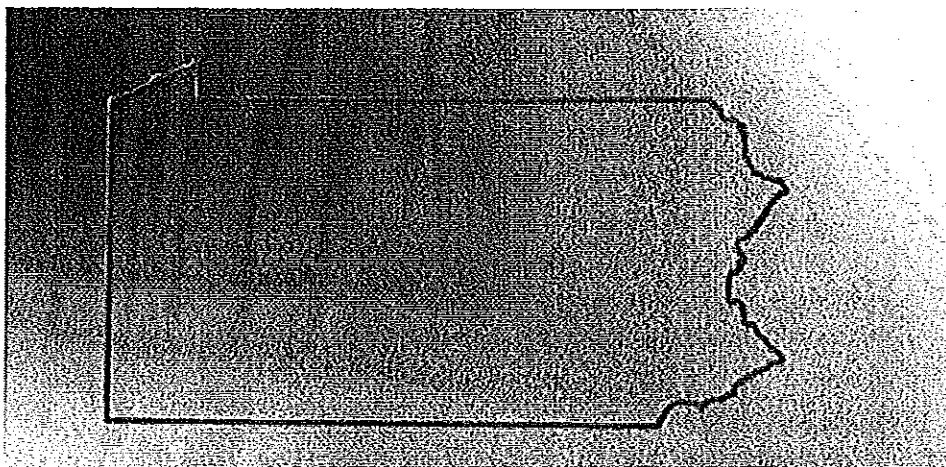
Mathematics

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards



Grade

6



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April 2014

Pennsylvania System of School Assessment

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These four classifications are used throughout the grade levels. In addition to these classifications, there are five Reporting Categories for each grade level. The first letter of each Reporting Category represents the classification; the second letter represents the Domain as stated in the Pennsylvania Core Standards for Mathematics. Listed below are the Reporting Categories for Grade 6.

- A-N = The Number System
- A-R = Ratios and Proportional Relationships
- B-E = Expressions and Equations
- C-G = Geometry
- D-S = Statistics and Probability

The title of each Reporting Category is consistent with the title of the corresponding Domain in the Pennsylvania Core Standards for Mathematics. The Reporting Category title appears at the top of each page.

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Anchor Descriptor

Below each Assessment Anchor is one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

Eligible Content

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

Reference

In the space below each Assessment Anchor table is a code representing one or more Pennsylvania Core Standards for Mathematics that correlate to the Eligible Content statements.

M06.A-N The Number System
Reporting Category
ASSESSMENT ANCHOR
M06.A-N.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

DESCRIPTOR
ELIGIBLE CONTENT
M06.A-N.1.1 Solve real-world and mathematical problems involving division of fractions.

M06.A-N.1.1.1 Interpret and compute quotients of fractions (including mixed numbers), and solve word problems involving division of fractions by fractions.
Example 1: Given a story context for $(2/3) \div (3/4)$, explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = (a/b) \times (d/c) = ad/bc$.)
Example 2: How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?
Example 3: How many $2\ 1/4$ -foot pieces can be cut from a $15\ 1/2$ -foot board?

Reference:

CC.2.1.6.E.1

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

M06.A-N The Number System**Reporting Category****ASSESSMENT ANCHOR****M06.A-N.2 Compute with multi-digit numbers and find common factors and multiples.****DESCRIPTOR****ELIGIBLE CONTENT****M06.A-N.2.1** Compute with multi-digit numbers using the four arithmetic operations with or without a calculator.**M06.A-N.2.1.1** Solve problems involving operations (+, −, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.**Reference:**

CC.2.1.6.E.2

Identify and choose appropriate processes to compute fluently with multi-digit numbers.

M06.A-N The Number System**Reporting Category**

| ASSESSMENT ANCHOR | |
|---|---|
| M06.A-N.2 | Compute with multi-digit numbers and find common factors and multiples. |
| DESCRIPTOR | ELIGIBLE CONTENT |
| M06.A-N.2.2 Apply number theory concepts (specifically, factors and multiples). | M06.A-N.2.2.1 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. M06.A-N.2.2.2 Apply the distributive property to express a sum of two whole numbers, 1 through 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>Example: Express $36 + 8$ as $4(9 + 2)$.</i> |

Reference:

CC.2.1.6.E.3

Develop and/or apply number theory concepts to find common factors and multiples.

M06.A-N The Number System

Reporting Category

ASSESSMENT ANCHOR

M06.A-N.3 Apply and extend previous understandings of numbers to the system of rational numbers.

DESCRIPTOR

ELIGIBLE CONTENT

M06.A-N.3.1 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values and locations on the number line and coordinate plane.

M06.A-N.3.1.1 Represent quantities in real-world contexts using positive and negative numbers, explaining the meaning of 0 in each situation (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge).

M06.A-N.3.1.2 Determine the opposite of a number and recognize that the opposite of the opposite of a number is the number itself (e.g., $-(-3) = 3$; 0 is its own opposite).

M06.A-N.3.1.3 Locate and plot integers and other rational numbers on a horizontal or vertical number line; locate and plot pairs of integers and other rational numbers on a coordinate plane.

Reference:

CC.2.1.6.E.4

Apply and extend previous understandings of numbers to the system of rational numbers.

M06.A-N The Number System
Reporting Category
ASSESSMENT ANCHOR
M06.A-N.3 Apply and extend previous understandings of numbers to the system of rational numbers

| DESCRIPTOR | ELIGIBLE CONTENT |
|--|---|
| M06.A-N.3.2 Understand ordering and absolute value of rational numbers. | <div data-bbox="695 386 1479 512"> M06.A-N.3.2.1 Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>Example: Write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i> </div> <div data-bbox="695 527 1479 800"> M06.A-N.3.2.2 Interpret the absolute value of a rational number as its distance from 0 on the number line and as a magnitude for a positive or negative quantity in a real-world situation. <i>Example: For an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars, and recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i> </div> <div data-bbox="695 814 1479 989"> M06.A-N.3.2.3 Solve real-world and mathematical problems by plotting points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. </div> |

Reference:

CC.2.1.6.E.4

Apply and extend previous understandings of numbers to the system of rational numbers.

M06.A-R Ratios and Proportional Relationships
Reporting Category
ASSESSMENT ANCHOR
M06.A-R.1 Understand ratio concepts and use ratio reasoning to solve problems.

| DESCRIPTOR | ELIGIBLE CONTENT |
|--|---|
| M06.A-R.1.1 Represent and/or solve real-world and mathematical problems using rates, ratios, and/or percents. | <p>M06.A-R.1.1.1 Use ratio language and notation (such as 3 to 4, 3:4, $\frac{3}{4}$) to describe a ratio relationship between two quantities.</p> <p><i>Example 1:</i> "The ratio of girls to boys in a math class is 2:3 because for every 2 girls there are 3 boys."</p> <p><i>Example 2:</i> "For every five votes candidate A received, candidate B received four votes."</p> <p>M06.A-R.1.1.2 Find the unit rate a/b associated with a ratio $a:b$ (with $b \neq 0$) and use rate language in the context of a ratio relationship.</p> <p><i>Example 1:</i> "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar."</p> <p><i>Example 2:</i> "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</p> <p>M06.A-R.1.1.3 Construct tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and/or plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p>M06.A-R.1.1.4 Solve unit rate problems including those involving unit pricing and constant speed.</p> <p><i>Example:</i> If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</p> <p>M06.A-R.1.1.5 Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percentage.</p> |

Reference:

CC.2.1.6.D.1

Understand ratio concepts and use ratio reasoning to solve problems.

M06.B-E Expressions and Equations
Reporting Category
ASSESSMENT ANCHOR
M06.B-E.1 Apply and extend previous understandings of arithmetic to numerical and algebraic expressions.

| DESCRIPTOR | ELIGIBLE CONTENT |
|---|--|
| M06.B-E.1.1 Identify, write, and evaluate numerical and algebraic expressions. | <p data-bbox="690 378 1471 451">M06.B-E.1.1.1 Write and evaluate numerical expressions involving whole-number exponents.</p> <p data-bbox="690 451 1471 598">M06.B-E.1.1.2 Write algebraic expressions from verbal descriptions. <i>Example:</i> Express the description "five less than twice a number" as $2y - 5$.</p> <p data-bbox="690 598 1471 766">M06.B-E.1.1.3 Identify parts of an expression using mathematical terms (e.g., sum, term, product, factor, quotient, coefficient, quantity). <i>Example:</i> Describe the expression $2(8 + 7)$ as a product of two factors.</p> <p data-bbox="690 766 1471 934">M06.B-E.1.1.4 Evaluate expressions at specific values of their variables, including expressions that arise from formulas used in real-world problems. <i>Example:</i> Evaluate the expression $b^2 - 5$ when $b = 4$.</p> <p data-bbox="690 934 1471 1262">M06.B-E.1.1.5 Apply the properties of operations to generate equivalent expressions. <i>Example 1:</i> Apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$. <i>Example 2:</i> Apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$. <i>Example 3:</i> Apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</p> |

Reference:

CC.2.2.6.B.1

Apply and extend previous understandings of arithmetic to algebraic expressions.

M06.B-E Expressions and Equations
Reporting Category
ASSESSMENT ANCHOR
M06.B-E.2 Interpret and solve one-variable equations and inequalities.
DESCRIPTOR
ELIGIBLE CONTENT

M06.B-E.2.1 Create, solve, and interpret one-variable equations or inequalities in real-world and mathematical problems.

M06.B-E.2.1.1 Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

M06.B-E.2.1.2 Write algebraic expressions to represent real-world or mathematical problems.

M06.B-E.2.1.3 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q , and x are all non-negative rational numbers.

M06.B-E.2.1.4 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem and/or represent solutions of such inequalities on number lines.

Reference:

CC.2.2.6.B.2

Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems.

M06.B-E Expressions and Equations
Reporting Category
ASSESSMENT ANCHOR
M06.B-E.3 Represent and analyze quantitative relationships between dependent and independent variables.

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|---|
| M06.B-E.3.1 | Use variables to represent two quantities in a real-world problem that change in relationship to one another. | M06.B-E.3.1.1 | Write an equation to express the relationship between the dependent and independent variables. <i>Example: In a problem involving motion at a constant speed of 65 units, write the equation $d = 65t$ to represent the relationship between distance and time.</i> |
| | | M06.B-E.3.1.2 | Analyze the relationship between the dependent and independent variables using graphs and tables and/or relate these to an equation. |

Reference:

CC.2.2.6.B.3

Represent and analyze quantitative relationships between dependent and independent variables.

M06.C-G Geometry

Reporting Category

ASSESSMENT ANCHOR

M06.C-G.1 Solve real-world and mathematical problems involving area, surface area, and volume.

DESCRIPTOR

ELIGIBLE CONTENT

M06.C-G.1.1 Find area, surface area, and volume by applying formulas and using various strategies.

M06.C-G.1.1.1 Determine the area of triangles and special quadrilaterals (i.e., square, rectangle, parallelogram, rhombus, and trapezoid). Formulas will be provided.

M06.C-G.1.1.2 Determine the area of irregular or compound polygons.
Example: Find the area of a room in the shape of an irregular polygon by composing and/or decomposing.

M06.C-G.1.1.3 Determine the volume of right rectangular prisms with fractional edge lengths. Formulas will be provided.

M06.C-G.1.1.4 Given coordinates for the vertices of a polygon in the plane, use the coordinates to find side lengths and area of the polygon (limited to triangles and special quadrilaterals). Formulas will be provided.

M06.C-G.1.1.5 Represent three-dimensional figures using nets made of rectangles and triangles.

M06.C-G.1.1.6 Determine the surface area of triangular and rectangular prisms (including cubes). Formulas will be provided.

Reference:

CC.2.3.6.A.1

Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.

M06.D-S Statistics and Probability
Reporting Category
ASSESSMENT ANCHOR
M06.D-S.1 Demonstrate understanding of statistical variability by summarizing and describing distributions.

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|---|
| M06.D-S.1.1 | Display, analyze, and summarize numerical data sets in relation to their context. | M06.D-S.1.1.1 | Display numerical data in plots on a number line, including line plots, histograms, and box-and-whisker plots. |
| | | M06.D-S.1.1.2 | Determine quantitative measures of center (e.g., median, mean, mode) and variability (e.g., range, interquartile range, mean absolute deviation). |
| | | M06.D-S.1.1.3 | Describe any overall pattern and any deviations from the overall pattern with reference to the context in which the data were gathered. |
| | | M06.D-S.1.1.4 | Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. |

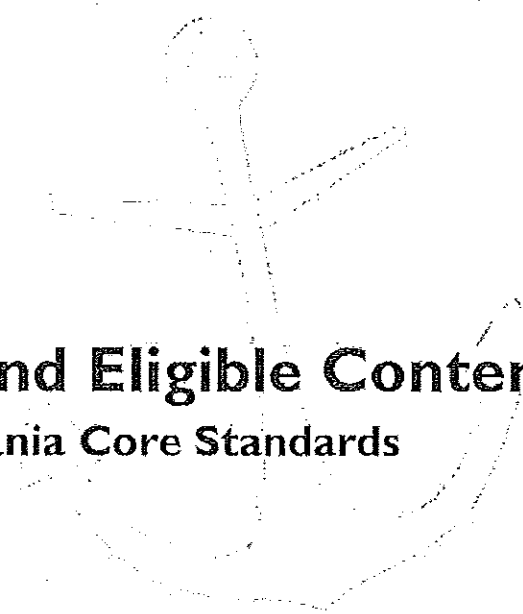
Reference:

CC.2.4.6.B.1

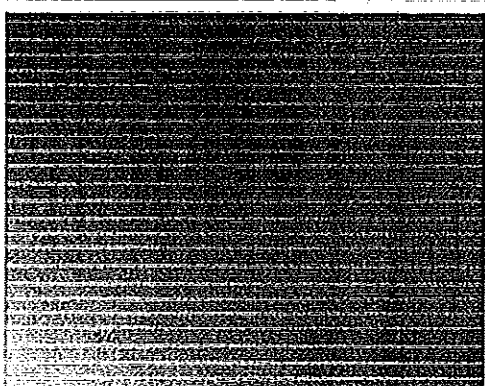
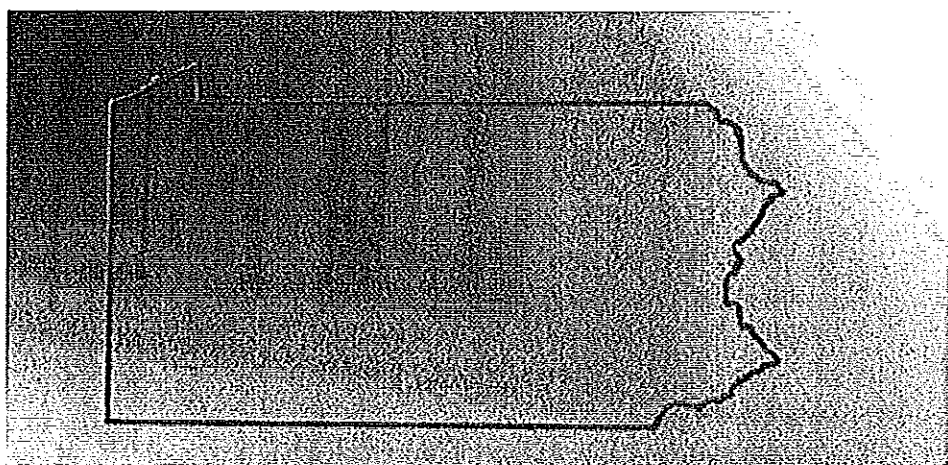
Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.

Mathematics

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards



Grade
7



Pennsylvania Department of Education
www.pdesas.org www.education.state.pa.us

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Pennsylvania System of School Assessment

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, followed by Anchor Descriptor, and then finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

Reporting Category

The Assessment Anchors are organized into four classifications, as listed below.

- A = Numbers and Operations
- B = Algebraic Concepts
- C = Geometry
- D = Data Analysis and Probability

These four classifications are used throughout the grade levels. In addition to these classifications, there are five Reporting Categories for each grade level. The first letter of each Reporting Category represents the classification; the second letter represents the Domain as stated in the Pennsylvania Core Standards for Mathematics. Listed below are the Reporting Categories for Grade 7.

- A-N = The Number System
- A-R = Ratios and Proportional Relationships
- B-E = Expressions and Equations
- C-G = Geometry
- D-S = Statistics and Probability

The title of each Reporting Category is consistent with the title of the corresponding Domain in the Pennsylvania Core Standards for Mathematics. The Reporting Category title appears at the top of each page.

Assessment Anchor

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Eligible Content

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Reference

In the space below each Assessment Anchor table is a code representing one or more Pennsylvania Core Standards for Mathematics that correlate to the Eligible Content statements.

M07.A-N The Number System**Reporting Category****ASSESSMENT ANCHOR****M07.A-N.1 Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers**

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|---|
| M07.A-N.1.1 | Solve real-world and mathematical problems involving the four operations with rational numbers. | M07.A-N.1.1.1 | Apply properties of operations to add and subtract rational numbers, including real-world contexts. |
| | | M07.A-N.1.1.2 | Represent addition and subtraction on a horizontal or vertical number line. |
| | | M07.A-N.1.1.3 | Apply properties of operations to multiply and divide rational numbers, including real-world contexts; demonstrate that the decimal form of a rational number terminates or eventually repeats. |

Reference:

CC.2.1.7.E.1

Apply and extend previous understandings of operations with fractions to operations with rational numbers.

M07.A-R Ratios and Proportional Relationships
Reporting Category
ASSESSMENT ANCHOR
M07.A-R.1 Demonstrate an understanding of proportional relationships.
DESCRIPTOR
ELIGIBLE CONTENT

| | |
|---|---|
| M07.A-R.1.1 Analyze, recognize, and represent proportional relationships and use them to solve real-world and mathematical problems. | M07.A-R.1.1.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. <i>Example: If a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2 / 1/4 miles per hour, equivalently 2 miles per hour.</i> |
| | M07.A-R.1.1.2 Determine whether two quantities are proportionally related (e.g., by testing for equivalent ratios in a table, graphing on a coordinate plane and observing whether the graph is a straight line through the origin). |
| | M07.A-R.1.1.3 Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. |
| | M07.A-R.1.1.4 Represent proportional relationships by equations. <i>Example: If total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i> |
| | M07.A-R.1.1.5 Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$, where r is the unit rate. |
| | M07.A-R.1.1.6 Use proportional relationships to solve multi-step ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease.</i> |

Reference:

CC.2.1.7.D.1

Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

M07.B-E Expressions and Equations
Reporting Category
ASSESSMENT ANCHOR
M07.B-E.1 Represent expressions in equivalent forms.
DESCRIPTOR
M07.B-E.1.1 Use properties of operations to generate equivalent expressions.

ELIGIBLE CONTENT
M07.B-E.1.1.1 Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.

Example 1: The expression $\frac{1}{2} \cdot (x + 6)$ is equivalent to $\frac{1}{2} \cdot x + 3$.

Example 2: The expression $5.3 - y + 4.2$ is equivalent to $9.5 - y$ (or $-y + 9.5$).

Example 3: The expression $4w - 10$ is equivalent to $2(2w - 5)$.

Reference:

CC.2.2.7.B.1

Apply properties of operations to generate equivalent expressions.

M07.B-E Expressions and Equations
Reporting Category
ASSESSMENT ANCHOR
M07.B-E.2 Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.
DESCRIPTOR
ELIGIBLE CONTENT

M07.B-E.2.1 Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers.

M07.B-E.2.1.1 Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate.
Example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50 an hour (or $1.1 \times \$25 = \27.50).

Reference:

CC.2.2.7.B.3

Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.

M07.B-E Expressions and Equations

Reporting Category

ASSESSMENT ANCHOR

M07.B-E.2 Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.

DESCRIPTOR

M07.B-E.2.2 Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems.

ELIGIBLE CONTENT

M07.B-E.2.2.1 Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers.

Example: The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

M07.B-E.2.2.2 Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers, and graph the solution set of the inequality.

Example: A salesperson is paid \$50 per week plus \$3 per sale. This week she wants her pay to be at least \$100. Write an inequality for the number of sales the salesperson needs to make and describe the solutions.

Reference:

CC.2.2.7.B.3

Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.

M07.B-E Expressions and Equations
Reporting Category
ASSESSMENT ANCHOR
M07.B-E.2 Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.
DESCRIPTOR
ELIGIBLE CONTENT
M07.B-E.2.3 Determine the reasonableness of the answer(s) in problem-solving situations.

M07.B-E.2.3.1 Determine the reasonableness of answer(s) or interpret the solution(s) in the context of the problem.

Example: If you want to place a towel bar that is $9 \frac{3}{4}$ inches long in the center of a door that is $27 \frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

Reference:

CC.2.2.7.B.3

Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.

M07.C-G Geometry
Reporting Category
ASSESSMENT ANCHOR
M07.C-G.1 Demonstrate an understanding of geometric figures and their properties

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|---|
| M07.C-G.1.1 | Describe and apply properties of geometric figures. | M07.C-G.1.1.1 | Solve problems involving scale drawings of geometric figures, including finding length and area. |
| | | M07.C-G.1.1.2 | Identify or describe the properties of all types of triangles based on angle and side measures. |
| | | M07.C-G.1.1.3 | Use and apply the triangle inequality theorem. |
| | | M07.C-G.1.1.4 | Describe the two-dimensional figures that result from slicing three-dimensional figures. <i>Example: Describe plane sections of right rectangular prisms and right rectangular pyramids.</i> |

Reference:

CC.2.3.7.A.2

Visualize and represent geometric figures and describe the relationships between them.

M07.C-G Geometry

Reporting Category

ASSESSMENT ANCHOR

M07.C-G.2 Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume.

DESCRIPTOR

ELIGIBLE CONTENT

M07.C-G.2.1 Identify, use, and describe properties of angles and their measures.

M07.C-G.2.1.1 Identify and use properties of supplementary, complementary, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

M07.C-G.2.1.2 Identify and use properties of angles formed when two parallel lines are cut by a transversal (e.g., angles may include alternate interior, alternate exterior, vertical, corresponding).

Reference:

CC.2.3.7.A.1

Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.

M07.C-G Geometry
Reporting Category
ASSESSMENT ANCHOR
M07.C-G.2 Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume.

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|--|------------------|---|
| M07.C-G.2.2 | Determine circumference, area, surface area, and volume. | M07.C-G.2.2.1 | Find the area and circumference of a circle. Solve problems involving area and circumference of a circle(s). Formulas will be provided. |
| | | M07.C-G.2.2.2 | Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Formulas will be provided. |

Reference:

CC.2.3.7.A.1

Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.

M07.D-S Statistics and Probability
Reporting Category
ASSESSMENT ANCHOR
M07.D-S.1 Use random sampling to draw inferences about a population.
DESCRIPTOR
M07.D-S.1.1 Use random samples.
ELIGIBLE CONTENT
M07.D-S.1.1.1 Determine whether a sample is a random sample given a real-world situation.

M07.D-S.1.1.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.

Example 1: Estimate the mean word length in a book by randomly sampling words from the book.
Example 2: Predict the winner of a school election based on randomly sampled survey data.
Reference:

CC.2.4.7.B.1

Draw inferences about populations based on random sampling concepts.

M07.D-S Statistics and Probability
Reporting Category
ASSESSMENT ANCHOR
M07.D-S.2 Draw comparative inferences about populations.
DESCRIPTOR

M07.D-S.2.1 Use statistical measures to compare two numerical data distributions.

ELIGIBLE CONTENT

M07.D-S.2.1.1 Compare two numerical data distributions using measures of center and variability.

Example 1: The mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team. This difference is equal to approximately twice the variability (mean absolute deviation) on either team. On a line plot, note the difference between the two distributions of heights.

Example 2: Decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Reference:

CC.2.4.7.B.2

Draw informal comparative inferences about two populations.

M07.D-S Statistics and Probability**Reporting Category****ASSESSMENT ANCHOR****M07.D-S.3 Investigate chance processes and develop, use, and evaluate probability models.****DESCRIPTOR****ELIGIBLE CONTENT****M07.D-S.3.1** Predict or determine the likelihood of outcomes.**M07.D-S.3.1.1** Predict or determine whether some outcomes are certain, more likely, less likely, equally likely, or impossible (i.e., a probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event).**Reference:**

CC.2.4.7.B.3

Investigate chance processes and develop, use, and evaluate probability models.

M07.D-S Statistics and Probability
Reporting Category
ASSESSMENT ANCHOR
M07.D-S.3 Investigate chance processes and develop, use, and evaluate probability models
DESCRIPTOR
ELIGIBLE CONTENT
M07.D-S.3.2 Use probability to predict outcomes.

M07.D-S.3.2.1 Determine the probability of a chance event given relative frequency. Predict the approximate relative frequency given the probability.

Example: When rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times but probably not exactly 200 times.

M07.D-S.3.2.2 Find the probability of a simple event, including the probability of a simple event **not** occurring.

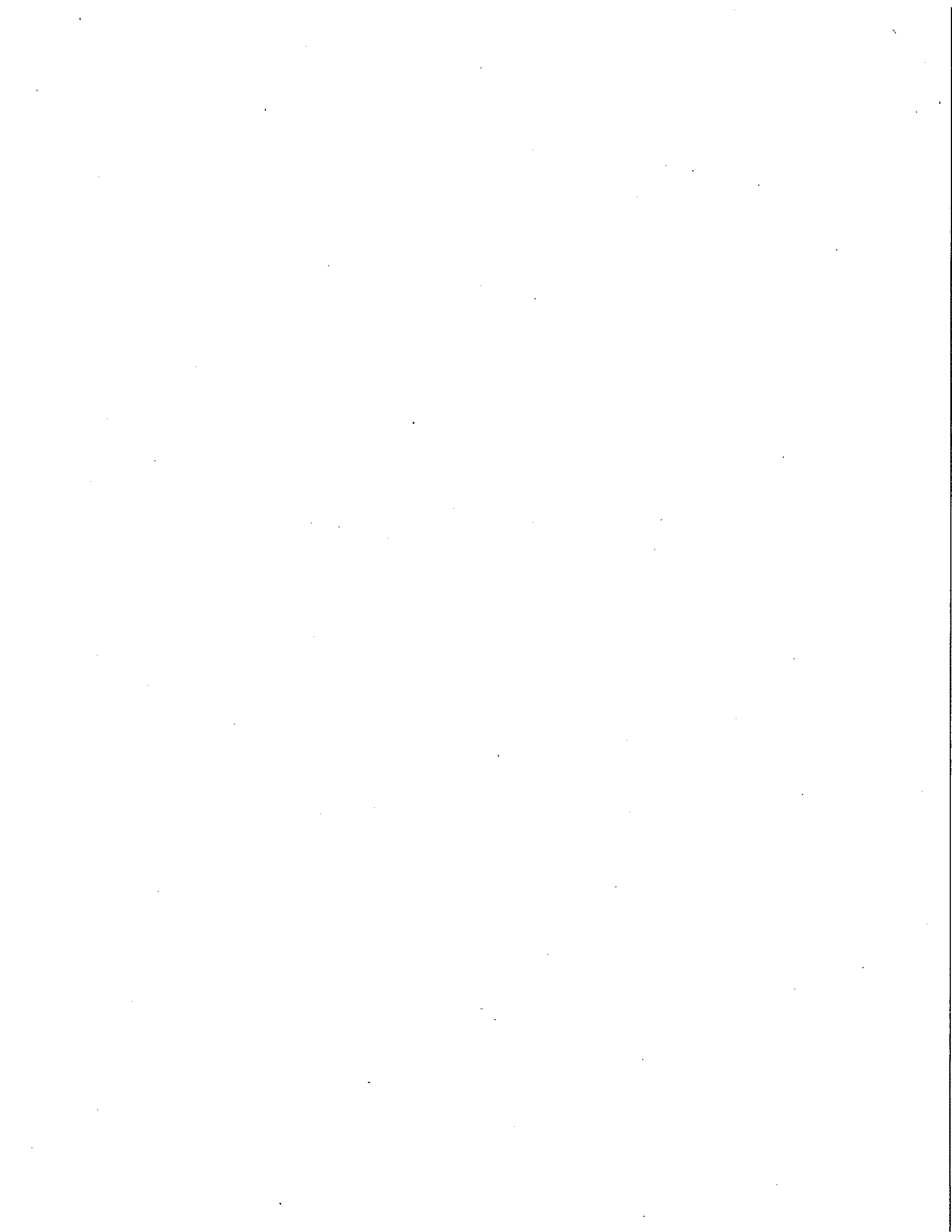
*Example: What is the probability of **not** rolling a 1 on a number cube?*

M07.D-S.3.2.3 Find probabilities of independent compound events using organized lists, tables, tree diagrams, and simulation.

Reference:

CC.2.4.7.B.3

Investigate chance processes and develop, use, and evaluate probability models.

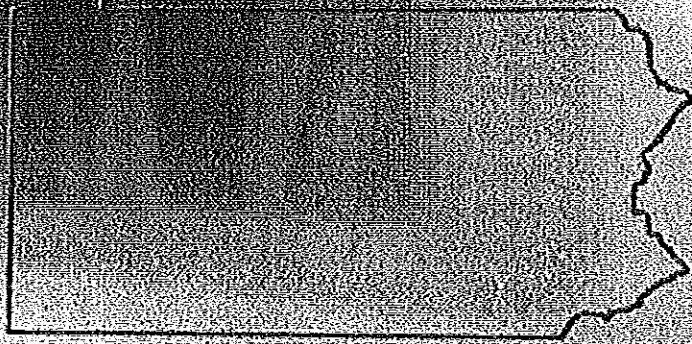


Mathematics

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards

Grade

8



Pennsylvania Department of Education
www.pdesas.org www.education.state.pa.us

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Pennsylvania System of School Assessment

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, followed by Anchor Descriptor, and then finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

Reporting Category

The Assessment Anchors are organized into four classifications, as listed below.

- A = Numbers and Operations
- B = Algebraic Concepts
- C = Geometry
- D = Data Analysis and Probability

These four classifications are used throughout the grade levels. In addition to these classifications, there are five Reporting Categories for each grade level. The first letter of each Reporting Category represents the classification; the second letter represents the Domain as stated in the Pennsylvania Core Standards for Mathematics. Listed below are the Reporting Categories for Grade 8.

- A-N = The Number System
- B-E = Expressions and Equations
- B-F = Functions
- C-G = Geometry
- D-S = Statistics and Probability

The title of each Reporting Category is consistent with the title of the corresponding Domain in the Pennsylvania Core Standards for Mathematics. The Reporting Category title appears at the top of each page.

Assessment Anchor

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

Anchor Descriptor

Below each Assessment Anchor is one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

Eligible Content

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

Reference

In the space below each Assessment Anchor table is a code representing one or more Pennsylvania Core Standards for Mathematics that correlate to the Eligible Content statements.

M08.A-N The Number System
Reporting Category
ASSESSMENT ANCHOR
M08.A-N.1 Demonstrate an understanding of rational and irrational numbers

| | DESCRIPTOR | ELIGIBLE CONTENT |
|-------------|--|--|
| M08.A-N.1.1 | Apply concepts of rational and irrational numbers. | <p>M08.A-N.1.1.1 Determine whether a number is rational or irrational. For rational numbers, show that the decimal expansion terminates or repeats (limit repeating decimals to thousandths).</p> <p>M08.A-N.1.1.2 Convert a terminating or repeating decimal to a rational number (limit repeating decimals to thousandths).</p> <p>M08.A-N.1.1.3 Estimate the value of irrational numbers without a calculator (limit whole number radicand to less than 144). <i>Example:</i> $\sqrt{5}$ is between 2 and 3 but closer to 2.</p> <p>M08.A-N.1.1.4 Use rational approximations of irrational numbers to compare and order irrational numbers.</p> <p>M08.A-N.1.1.5 Locate/identify rational and irrational numbers at their approximate locations on a number line.</p> |

Reference:

CC.2.1.8.E.1

Distinguish between rational and irrational numbers using their properties.

CC.2.1.8.E.4

Estimate irrational numbers by comparing them to rational numbers.

M08.B-E Expressions and Equations
Reporting Category
ASSESSMENT ANCHOR
M08.B-E.1 Demonstrate an understanding of expressions and equations with radicals and integer exponents.
DESCRIPTOR
ELIGIBLE CONTENT

M08.B-E.1.1 Represent and use expressions and equations to solve problems involving radicals and integer exponents.

M08.B-E.1.1.1 Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator (with final answers expressed in exponential form with positive exponents). **Properties will be provided.**

Example: $3^{12} \times 3^{-15} = 3^{-3} = 1/(3^3)$

M08.B-E.1.1.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of perfect squares (up to and including 12^2) and cube roots of perfect cubes (up to and including 5^3) without a calculator.

Example: If $x^2 = 25$ then $x = \pm\sqrt{25}$.

M08.B-E.1.1.3 Estimate very large or very small quantities by using numbers expressed in the form of a single digit times an integer power of 10 and express how many times larger or smaller one number is than another.

Example: Estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 and determine that the world population is more than 20 times larger than the United States' population.

M08.B-E.1.1.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Express answers in scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology (e.g., interpret 4.7EE9 displayed on a calculator as 4.7×10^9).

Reference:

CC.2.2.8.B.1

Apply concepts of radicals and integer exponents to generate equivalent expressions.

M08.B-E Expressions and Equations
Reporting Category
ASSESSMENT ANCHOR
M08.B-E.2 Understand the connections between proportional relationships, lines, and linear equations.
DESCRIPTOR
M08.B-E.2.1 Analyze and describe linear relationships between two variables, using slope.

ELIGIBLE CONTENT
M08.B-E.2.1.1 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

Example: Compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

M08.B-E.2.1.2 Use similar right triangles to show and explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane.

M08.B-E.2.1.3 Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

Reference:

CC.2.2.8.B.2

Understand the connections between proportional relationships, lines, and linear equations.

M08.B-E Expressions and Equations
Reporting Category
ASSESSMENT ANCHOR
M08.B-E.3 Analyze and solve linear equations and pairs of simultaneous linear equations.
DESCRIPTOR
ELIGIBLE CONTENT

M08.B-E.3.1 Write, solve, graph, and interpret linear equations in one or two variables, using various methods.

M08.B-E.3.1.1 Write and identify linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

M08.B-E.3.1.2 Solve linear equations that have rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

M08.B-E.3.1.3 Interpret solutions to a system of two linear equations in two variables as points of intersection of their graphs because points of intersection satisfy both equations simultaneously.

M08.B-E.3.1.4 Solve systems of two linear equations in two variables algebraically and estimate solutions by graphing the equations. Solve simple cases by inspection.
Example: $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.

M08.B-E.3.1.5 Solve real-world and mathematical problems leading to two linear equations in two variables.
Example: Given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Reference:

CC.2.2.8.B.3

Analyze and solve linear equations and pairs of simultaneous linear equations.

M08.B-F Functions

Reporting Category

ASSESSMENT ANCHOR

M08.B-F.1 Analyze and interpret functions

| DESCRIPTOR | ELIGIBLE CONTENT |
|---|---|
| <p>M08.B-F.1.1 Define, evaluate, and compare functions displayed algebraically, graphically, or numerically in tables or by verbal descriptions.</p> | <p>M08.B-F.1.1.1 Determine whether a relation is a function.</p> <p>M08.B-F.1.1.2 Compare properties of two functions, each represented in a different way (i.e., algebraically, graphically, numerically in tables, or by verbal descriptions). <i>Example: Given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i></p> <p>M08.B-F.1.1.3 Interpret the equation $y = mx + b$ as defining a linear function whose graph is a straight line; give examples of functions that are not linear.</p> |

Reference:

CC.2.2.8.C.1

Define, evaluate, and compare functions.

M08.B-F Functions
Reporting Category
ASSESSMENT ANCHOR
M08.B-F.2 Use functions to model relationships between quantities.
DESCRIPTOR

M08.B-F.2.1 Represent or interpret functional relationships between quantities using tables, graphs, and descriptions.

ELIGIBLE CONTENT

M08.B-F.2.1.1 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values.

M08.B-F.2.1.2 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch or determine a graph that exhibits the qualitative features of a function that has been described verbally.

Reference:

CC.2.2.8.C.2

Use concepts of functions to model relationships between quantities.

M08.C-G Geometry
Reporting Category
ASSESSMENT ANCHOR
M08.C-G.1 Demonstrate an understanding of geometric transformations

| DESCRIPTOR | | ELIGIBLE CONTENT | |
|-------------|---|------------------|---|
| M08.C-G.1.1 | Apply properties of geometric transformations to verify congruence or similarity. | M08.C-G.1.1.1 | Identify and apply properties of rotations, reflections, and translations. <i>Example: Angle measures are preserved in rotations, reflections, and translations.</i> |
| | | M08.C-G.1.1.2 | Given two congruent figures, describe a sequence of transformations that exhibits the congruence between them. |
| | | M08.C-G.1.1.3 | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. |
| | | M08.C-G.1.1.4 | Given two similar two-dimensional figures, describe a sequence of transformations that exhibits the similarity between them. |

Reference:

CC.2.3.8.A.2

Understand and apply congruence, similarity, and geometric transformations using various tools.

M08.C-G Geometry

Reporting Category

ASSESSMENT ANCHOR
M08.C-G.2 Understand and apply the Pythagorean theorem.

| DESCRIPTOR | ELIGIBLE CONTENT |
|---|--|
| <p>M08.C-G.2.1 Solve problems involving right triangles by applying the Pythagorean theorem.</p> | <p>M08.C-G.2.1.1 Apply the converse of the Pythagorean theorem to show a triangle is a right triangle.</p> <p>M08.C-G.2.1.2 Apply the Pythagorean theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (Figures provided for problems in three dimensions will be consistent with Eligible Content in grade 8 and below.)</p> <p>M08.C-G.2.1.3 Apply the Pythagorean theorem to find the distance between two points in a coordinate system.</p> |

Reference:

CC.2.3.8.A.3

Understand and apply the Pythagorean Theorem to solve problems.

M08.C-G Geometry**Reporting Category****ASSESSMENT ANCHOR****M08.C-G.3 Solve real-world and mathematical problems involving volume.****DESCRIPTOR****ELIGIBLE CONTENT****M08.C-G.3.1** Apply volume formulas of cones, cylinders, and spheres.**M08.C-G.3.1.1** Apply formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems. **Formulas will be provided.****Reference:**

CC.2.3.8.A.1

Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.

M08.D-S Statistics and Probability
Reporting Category
ASSESSMENT ANCHOR
M08.D-S.1 Investigate patterns of association in bivariate data.

| DESCRIPTOR | ELIGIBLE CONTENT |
|--|--|
| M08.D-S.1.1 Analyze and interpret bivariate data displayed in multiple representations. | M08.D-S.1.1.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative correlation, linear association, and nonlinear association. M08.D-S.1.1.2 For scatter plots that suggest a linear association, identify a line of best fit by judging the closeness of the data points to the line. M08.D-S.1.1.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>Example: In a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i> |

Reference:

CC.2.4.8.B.1

Analyze and/or interpret bivariate data displayed in multiple representations.

M08.D-S Statistics and Probability
Reporting Category
ASSESSMENT ANCHOR
M08.D-S.1 Investigate patterns of association in bivariate data.
DESCRIPTOR

M08.D-S.1.2 Understand that patterns of association can be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.

ELIGIBLE CONTENT

M08.D-S.1.2.1 Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible associations between the two variables.

Example: Given data on whether students have a curfew on school nights and whether they have assigned chores at home, is there evidence that those who have a curfew also tend to have chores?

Reference:

CC.2.4.8.B.2

Understand that patterns of association can be seen in bivariate data utilizing frequencies.

