

Start Date

10/01/14

End Date

01/25/15

Grade

3rd Grade

Subject

English Language Arts

Show Reviewer Suggested

Show Broken Into Specific

Show Different Grade

Show Rewritten

Show Should be Deleted

Reset

Build Report

Broken Into More Specific

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.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers using the criteria below. (This statement is very broad especially as it applies to third grade students who have not all fully developed as readers.)

Ask and answer questions to demonstrate understanding of a text. Use text as the basis for the answers. (Sentence is too long. Also, sample test question is HORRIBLE. Who chose that poem?)

Ask questions to demonstrate understanding of a text. (Common sense)

comment

Different grade level (The testing question is not developmentally appropriate for third grade students. The eligible content stated does not match this poem. The content is way above a third grade student's ability.)

Finding the answer to questions such as that in the example requires the ability to make an inference as it is not directly stated in the poem that the author is reading. The standard as stated could be interpreted to refer to the ability to find concrete "just the facts" answers or to be able to make an inference. Perhaps the standard should be rewritten to reflect that? (Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Demonstrate the ability to find facts that answer the question(s). Demonstrate the ability to make inferences that answer the question(s).)

Rewrite

This statement is very general because demonstrating understanding of text by referring explicitly to the text encompasses a number of components that comprise reading comprehension. <http://www.ritutorial.org/wp-content/uploads/2013/02/The-Components-of-Reading-Comprehension.pdf> (The sample question is assessing students' understanding of the use of figurative language in the poem, not information found explicitly in the text.)

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.

(I'm not sure if I like the verb "Recount") Summarize poems, dramas, or various fictional passages, across genres; determine the central message, lesson, or moral, providing evidence from the passage to support your analysis. (I do believe that this should be two separate skills. Everything before the semicolon is an isolated skill, and the second part is a separate skill. They do relate, but they can be taught separately and assessed separately.)

Beginning middle and end

Break up the standard into smaller chunks. (You're supposed to have an 8 year old determine and explain 4 criteria for 6 different thematic areas. Too many options for one standard.)

Determine the central message in works of creative fiction from diverse writers and cultures. (Prove textual evidence to support the determined central message,)

I feel that the standard is fine as written. However, the sample question seems to be unrelated to the standard or loosely related at best. Too challenging for the grade level as well.

I find the poem itself terrible and very unclear for a third grader to interpret.

I would delete the poetry from 3rd grade

qweq

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. (There are 2 things here - Recounting, then determining theme/message or moral.)

Recount stories, including fables, folktales, and myths; determine the central message, lesson, or moral and explain how it is conveyed through key details. Understand the theme, lesson or moral of a poem. Recount the theme, lesson or moral of a story from diverse cultures. (The example would be very difficult for children with no exposure to Spanish, such as in our community. As an adult I had a difficult time choosing another

title. The Spanish names were a distraction and made it difficult to focus on the meaning of the poem. So diversity and understanding the central message, lesson or moral should be tested separately from the exposure to diverse cultures. In addition, being able to do this with a story is a complete different skill than being able to understand poems.)

The example has Spanish words in text and too much imagery. Choose an example that is English and shorter in length.

This is way too much to expect of a third grader. Break it apart and make it an age-appropriate expectation. Get rid of myths for third grade.

You are asking for many answers from one answer. Again this is too abstract for a third grader. How about some Emily Dickenson! (Please teach the classics.)

Testing should be broken up. (Anything else)

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.

1. Which sentences let the reader know that Laura is sad? 2. How does her feeling affect what happens next? (If the reader can't locate the part in the story that conveys Laura's sadness, they won't be able to find or analyze the next event. While this is an appropriate selection, this excerpt is too lengthy.)

Describe the characters' traits in a story. Describe how their actions contribute to the sequence of events.

Keep descriptions of characters and character traits. Sequencing needs to be more clear and not abstract. "Sadness" is not an event that leads to another event or an action. Students can explain the order of events, and tell the plot.

Please only ask one question for specific paragraphs. This is too abstract. Too long.

Story is too long for a 3rd grader!

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.

Explain the point of view first person. Explain the point of view third person.

I do not think the poem is interesting subject to 3rd graders at all- they would get bored and shut down.

I do not think that poems with non-English words are a good choice as a piece of text to interpret. It is confusing to any elementary reader.

Instead of an unfamiliar word like reveal, just say "lets the reader know," (In order to learn to read, children need a large speaking vocabulary so they are ready to learn words in print. The samples seem to be trying to use as many unfamiliar words as possible to not see if children can read and like to read, but rather make them uncomfortable as they try to navigate what the questions are asking. The poem is absurd for third graders to read and interpret. Do we want children to like reading and have them excited, or do we want teachers to make reading and writing all those important written response practice a grindstone that just keeps turning. Are the people writing this spending any time observing and teaching the children coming into our classrooms. These questions and expectations clearly put children from families who don't read or converse together as well as poor experiential background at a disadvantage.)

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.

Each should be broken apart. Theme and Plot--NOT third grade appropriate for comparing between too stories. Setting--Okay.

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).

a. b. c. with multiple parenthetical phrases? I think you could do better here

adding a suffix to a word should also be mentioned.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content. Choose 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). (More clarity.)

Find the meaning of unfamiliar words and phrases by using context as a clue. Find the meaning of new words by using known prefixes, suffixes or word roots as clues. (The statement describes two different reading skills which should be put into separate statements. In addition, the statement is poorly written and unnecessarily complex.)

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).

Find the meaning of words and phrases used in a non-literal sense, such as metaphors and similes, by using context. Distinguish shades of meaning between words with related meanings. (The statement includes two different reading skills that should be put into separate statements. In addition, the statement is unnecessarily complex.)

test (test)

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.

Delete explaining how the details support the main idea. This requirement is fine for GIFTED children at this age but not those who are average children who are just learning how to comprehend what they read!!!!

There are too many terms for a third grader that are very close in meaning - summarize, recount, central message, 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.

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/or cause/effect.

Ask specific questions such as Did Pa ask Mr Hanson if the dogs where his? (By having the scoring guide, you introduce a human element into the test. What is clear to one person may not be clear to another person.)

It am not a teacher. I cannot meet the common core standards. (3rd graders tend to be a one and done group in this day and age. Most are not prolific, detailed writers.)

Students in grade 3 should have more steps to guide them towards the correct answer/response. Only highly organized thinkers could get a score of "3" according to this rubric.

what if a child does not have good writing skills, then they get ZERO!!!! DO NOT LIKE THIS!!!

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.

Not all children have access to Internet and will know how to find answers via hyperlink.
(Not all children have access to Internet and will know how to find answers via hyperlink.
)

The text features requirement should be different from the search tools requirement. Those are two diff skills being tested or evaluated. The tech skills should be more progressive over a few grades. In 3rd grade kids might learn how to use key word searches but the efficient use of hyperlinks, sidebars should come later.

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).

I believe the two part sample test question is confusing for a 3rd grader.

I would only include part a. for third grade level students.

Is the language of the eligible content suggesting that the use of context clues, affixes, know of general academic and domain-specific words as well as root words are strategies to determine or clarify the meaning of unknown words. If yes, then that may not be clear to educators. (In researching lists of grade 3 root words bio, graph, scope, & phon are common found. Will PDE give some parameters for knowing which root words are best aligned to grade 3?)

This is way too much info in one statement. It needs to be broken up

Use context as a clue to the meaning of a word or phrase. (By itself) (2nd or 3rd grade)

Part B could be third grade. The other three could go together. (4th or 5th grade) (Context clues are different that the other strategies which all depend on using a known part to figure out an unknown part. It is very difficult for third graders to see how words with the same root are related. They are much better as using known prefixes.)

What does "adapt" mean in this passage? (These 2-part questions are unfair. If the student answers part one incorrectly, how can he be expected to answer part 2 correctly? Furthermore, this is so vague I didn't even understand which one to select.)

Having 2 different questions relating to the same item is not developmentally appropriate for a third grader. If the student misses the first part, chances are they will then miss the second part.

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).

Demonstrate understanding of word relationships by distinguishing the literal and nonliteral meanings of words and phrases on context. (The nuances and shades of meaning should not be tested until later. Most students at the third grade level are not developmentally ready to understand nuances and shades of meaning.)

Testing (Testing)

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.

I would break the concepts up into the three "common core" style concepts. (While it is clear one is trying to use the metrics of a scalable and standardized way of grading compositions, it is being lumped together to string a series of "common core" style standards into one and seems a bit much.)

The statement is fine. (The rubric used seems very complex and too difficult for most third graders to completely understand.)

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

present the rubric as a part of the prompt by supplying only the proficient level of the rubric as "directions" (The task of determining the prompt in addition to navigating the rubric is pretty substantial for an eight year old. Less verbiage on the rubric and making sure it is supplied along with the prompt make the task more student friendly and set them up in a successful environment rather than overwhelming them with irrelevant information.)

the point descriptors (This is a distraction on a test! When and where in life would children see this again? It is not what "real life" is about not in high school daily classes or colleges or workplace!)

E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer's purpose.

Rewrite (Identify the topic. Then the audience. Then ask for supporting information.)

E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

Statement and example question should be more clear. Ex: Use step-by-step sentences to give details on your topic.

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.

Again, there are too many requirements for a third grade student to implement. (Change the scoring of the rubric to a more reasonable assessment.)

Omit "establishing a situation" ("establishing a situation" is difficult to assess, particularly when the prompt provides a situation.)

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.

Too much writing for one question. (My child will lose focus on a question that takes this

long to answer.)

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.

Break up the questions. (Again it's too much for an 8 year old to keep track of in answering.)

E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

....function of nouns, verbs, and adjectives in general and their function.....

Can identify and explain the function of a noun, verb and pronoun. Can identify and explain adjectives and adverbs. Explain in general the function of a noun, pronoun, verb, adjective, and adverb in particular sentences (Parts of speech is an area that students struggle with continuously even in the upper grades. By breaking the content into smaller chunks, teachers will be more likely to focus their teaching in a way that will be more productive for students.)

Explain the function of nouns, verbs and adjectives. (Third grade) Explain the function of adverbs (Fourth grade) (Third graders can figure out nouns and adjectives fairly well. They do well with some verbs, specifically action verbs, and struggle with the other kinds of verbs. They have difficulty identifying and explaining adverbs, which should be moved to fourth (or fifth) grade.)

This statement should not include adverbs.

E03.D.1.1.4: Form and use regular and irregular verbs.

2 questions on same passage (add correct word on choices for 2nd part of question)

the whole thing (This is too lengthy. Break into smaller parts or just one sentence.)

Give all the verbs you will test,

E03.D.1.1.6: Ensure subject-verb and pronoun-antecedent

agreement.

Ensure subject-verb agreement. (Pronoun-antecedent agreement should be tested at a higher grade level.)

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.

Form and use comparative and superlative adjectives, and choose between them depending on what is to be modified. (Third grade) Form and use comparative and superlative adverbs, and choose between them depending on what is to be modified. (Fourth grade) (Again, third graders struggle with understanding what adverbs are, so this content is inappropriate for third grade.)

E03.D.1.1.9: Produce simple, compound, and complex sentences.

Combine simple sentences into compound sentences (3rd grade) (Combine simple sentences into complex sentences (4th grade))

Produce simple and compound sentences. (Differentiating between compound and complex sentences is beyond the capability of most third grade students. Though this may be introduced, it is not mastered at this level and should not be tested.)

Write them each separately (From the example given, I believe it would be difficult for a 3rd grader to make that connection when three of the sentences were written correctly.)

Produce simple and compound sentences. (Third grade) Produce simple, compound and complex sentences. (Fourth or Fifth grade) (Third graders are working on identifying and using complete sentences. They have great difficulty with what clauses are, so asking them to be able to distinguish between independent and dependent clauses is definitely not appropriate.)

E03.D.1.2.3: Use commas and quotation marks in dialogue.

I would only include the use of quotation marks in a sentence as it relates to when a person is speaking, not the quotation marks and the correct placement of the comma when a someone is speaking. Too much is being asked in one question.

E03.D.1.2.5: Use conventional spelling for high-frequency and other

studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Give the exact words you are testing. (You should not have any surprises on an assessment.)

Which word is spelled correctly? a. Wednesday b. school c. picnic d. neighbor (The question is asking them to do too many things at one time. This is confusing and distracting. Read and comprehend a sentence and then look at the spelling of four different words. If spelling is the assessed skill, just focus on the words and leave out the sentence.)

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.

I like the statement (The sample question tests vocabulary development, not use of spelling rules.)

Use spelling patterns (e.g. word families, syllable patterns, ending rules, position-based spelling) in writing words. (The exam question has nothing to do with writing words or spelling patterns.)

Provide the exact patterns you will test.

E03.D.2.1.1: Choose words and phrases for effect.

Instead of asking for multiple examples of the most specific facts in a sentence, in 3rd grade, I think one particular fact would be sufficient.

Different Grade

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.

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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.

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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.

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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.

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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.

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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).

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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).

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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.

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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.

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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.

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

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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.

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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).

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E03.B-C.3.1.2: Compare and contrast the most important points and key details presented in two texts on the same topic.

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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).

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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).

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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).

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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.

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

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

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

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E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer's purpose.

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E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.

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E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

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E03.C.1.2.4: Provide a concluding statement or section.

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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.

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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.

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

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E03.C.1.3.4: Provide a sense of closure.

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E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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E03.D.1.1.2: Form and use regular and irregular plural nouns.

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E03.D.1.1.3: Use abstract nouns (e.g., childhood).

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E03.D.1.1.4: Form and use regular and irregular verbs.

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E03.D.1.1.5: Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).

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E03.D.1.1.6: Ensure subject-verb and pronoun-antecedent agreement.

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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.

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E03.D.1.1.8: Use coordinating and subordinating conjunctions.

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E03.D.1.1.9: Produce simple, compound, and complex sentences.

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E03.D.1.2.1: Capitalize appropriate words in titles.

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E03.D.1.2.2: Use commas in addresses.

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E03.D.1.2.3: Use commas and quotation marks in dialogue.

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E03.D.1.2.4: Form and use possessives.

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E03.D.1.2.5: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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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.

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E03.D.2.1.1: Choose words and phrases for effect.

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Rewritten**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.**

Although the statement reads adequately, the sample test question is not consistent with "referring explicitly to the text." The sample poem is too abstract for an average third grader to interpret. (I have a masters degree in educational psychology, worked as a school psychologist for ten years, and I have two school-age children. I have years of training and experience in child development, learning theory, and assessment. This test question will separate out the children who are verbally mature and precocious, but does nothing to assess response to instruction.)

Answer questions about a reading selection to show comprehension, using examples from the reading selection to support the answers. (Poems SHOULD NOT be used as the

reading selection to test reading comprehension, especially at the third grade level. Poetry is largely irrelevant in today's world. Understanding poetry is not an important skill for the overwhelming majority of careers or for success in modern life. Most third graders have very limited exposure to poetry, which makes using poems to test reading comprehension particularly unfair.)

Ask and answer questions to demonstrate knowledge and understanding of elements of the content of the text, referring to the text as the basis for the answers. (Something like that - see below) (Too often, knowledge and understanding are used incorrectly. Each term refers to a specific level of thinking. i.e. - "Students will understand the order of operations" versus "Students will list the steps in the order of operations". The former implies a higher level of thinking, the latter simple recall.)

Ask and answer questions to demonstrate understanding of a text by citing evidence from the text in the answer.

Ask and answer questions to demonstrate understanding of a text, or story, referring to the text as the basis for the answers. (explicitly is a vocabulary term that will confuse - it's use is not necessary to the understanding of the question)

Ask and answer questions to demonstrate understanding of a text. (This more concise.)

Ask and answer questions to demonstrate understanding of a text. Refer to specific text as the basis for the answers.

Ask and answer questions to demonstrate understanding of a text; refer explicitly to the text as the basis for the answers. (Correct grammar usage.)

Below you will see several questions about the story you just read. Read each question carefully and pick the answer that fits best with the story (The verbiage of the question needs simplified to be more appropriate to 3rd grade language - you are talking to adults in your example....in mine - I'm clearly talking to a child.)

Change TEXT to grade appropriate level. What they are being asked to do is not the problem, what they be asked to do it with, is. (The text is not appropriate. Students are still learning to read, mostly via decoding and context. This complicated format is frustrating for kids who are average or below average. Standards and expectation have been implemented with little to no teacher input or research base. Most are not

developmentally appropriate. I'd like to offer input on grades K-2 as well, but since its not tested, I supposed it doesn't matter to anyone. It matters very much to me as a parent, and educator and as a school board director. Our students are frustrated and not learning at their developmental levels. ALL children are not the same, they do not learn the same and are not all ready for the same instruction at the same time. I am ALL for holding teachers accountable, but it should not be at the expense of our children.)

Demonstrate your understanding of.. (How would students ask questions about the poem?)

Either ask or answer questions. (it is confusing to have both in a 3rd grade question)

Referring exactly to the text

Student will respond to questions to demonstrate understanding of subject content. (Students who are unable to accurately decode the questions will still be able to demonstrate understanding of content.)

Students demonstrate responding to text based questions in realistic fiction and nonfiction genres, using explicit text based details for support. (Students should be able to respond with text based details to realistic fiction type text (real literature like Charlotte's Web, etc.) or an article about an animal.)

This is too abstract. Identify what the student is needed to do before having them read such a long poem. (Not enough poetry taught up to this point. You can't introduce something for the first time and expect understanding. Poems need to start in pre-school. Not third grade)

lightwhite? searoars? chestnutwind? (They are not words. Please separate them. As the reader, I felt as though i was "watching" not reading. The question is worded incorrectly.)

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.

"Recount" is misleading - it sounds as if students need to come up with the fable, myth, stories, etc, rather than respond to one they are reading.

Determine the central message of a third-grade level passage by referring to key details in the text. (Again, this passage is too abstract for the average third-grader. Let's assess basic reading skills, encourage and stimulate thinking beyond that, but stop assessing students on everything they are exposed to. Testing kids on passages like this at this age makes them experience failure even if they happen to get the answer right. Again, in my years of training and experience in assessment, I don't see any validity in assessing children this way.)

Determine the theme, lesson, or moral of poems, dramas, or stories, including fables, folktales, and myths from diverse cultures. (Your sample question does not align with this standard. By asking about a title, that is a focus on main idea and supporting details not a theme, lesson, or moral. The word recount is vague--what exactly do you want them to do? Recount means to retell. If you want them to determine theme, lesson, or moral then say that.)

I don't think poetry should be included in 3rd grade

Omit the first clause..Begin the statement with "Determine the..."

Question one should ask what a good title would be and the second question is not necessary. (So if they get the first question wrong and next question will be wrong also. One answer should not related to the question above. Each question should stand on its own.)

Read stories from diverse cultures, find the story's main point, and explain how it is told through important details in the story. (The statement as written is far above grade level for third grade reading courses. In addition, poetry should not be used to evaluate third grade students' reading skills because most third graders have very little exposure to poetry. Poetry is largely irrelevant in today's world. Requiring third graders to learn to understand poetic verse is a waste of our limited educational resources.)

Recount poem, drams, or stories, including fables, folktales, and myths from diverse cultures; determine the central message. (Lessons and Morals are open to a child's interpretation of the poem, fable, folktale, or myth. You are asking for the mental significance (importance) from a 9 to 10 year old. My child read the poem 3 x's to answer the questions she got the 1st on wrong and 1 correct on the 2nd part. When ask what she thought the poem was about her answer made complete SENSE. The 5 SENSES: taste

you sweet as plump plums - I'll sniff you - feel you green - I'll hear you - I'll see you long and dark. The creators of the standard / statement was not written with Pennsylvania children in mind or included.)

Recount poems, dramas, or stories and determine the central message or moral through key details in the text. (Not only is this statement more concise, but it is less restrictive, allowing educated professionals to apply their knowledge where and how they are best suited to do so.)

Recount poems, dramas, or stories, including fables, and folktales; determine the central message, lesson, or moral. Please be sure the passages have a 3rd grade readability level. (We come from a culture with very little diversity, so our students are not familiar with names of different cultures, therefore can't read those names. Please be sure the passages have a 3rd grade readability level.)

Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures. Explain which key details convey the central message, lesson, or moral (that is provided for the student). (If a child answers incorrectly to the first part of this question, he/she will continue on and answer the second question incorrectly. If a child does not understand the first part of the question, he/she will be penalized twice since it is a two-part question. Provide the theme/message/lesson, then ask the child which statements back this up.)

Remove the words central message (At grade 3, it would be more appropriate to use the term main idea. This the term that has been used leading up to grade 3.)

Summarize poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the main idea, lesson, or moral and explain how it is conveyed through key details in the text. (Third grade terminology should align with fourth grade terminology)

Summarize poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the theme, lesson, or moral and explain how the details of the text support the theme. (This is simpler and more common language for third graders.)

Synonym for "recount"

Text is confusing. Not grade level appropriate (Text too complex for 3rd grade)

Texts from diverse cultures should be excluded since many students have no exposure to diverse cultures.

The first part of the two part question is clear and makes sense. The second part is not clear as to how those are associated to the new title was chosen

the first question is an opinion. It would be whoever wrote the questions opinion as to what the tital of the poem should be therefore, there is no correct answer.

The sample reading is not age appropriate...3rd graders are not ready for the subjectivity associated with the poem that is given as an example....how would you grade such a thing?????? (Haven't you tested this content????? As a teacher...I just served an inservice evaluating PVAAS scores and their ability to predict proficiency in the future.....the numbers were APPALLING....the state KNOWS the kid is going to flunk the tests..shouldn't that tell you something?????)

There should be only one answer choice, not two. Is it necessary to have two part questions? (The format of this question is problematic for these reasons. This goes against all testing routines (one correct answer) students have ever done up until this point. Due to cognitive brain development at this age, many students are still very reactive and can be impulsive rather than contemplative. Many do not read all directions thoroughly and instead they "assume" what they are to do, even if directions have been read prior. They know that every multiple choice question has one answer, NOT two; therefore, having questions with two answers I believe compromises the validity of the test question. I have found one of the greatest problems at third grade (the first year of testing) is not understanding the test format. There are limited resources available by the state to allow students the opportunity to get familiar with the wording and layout of the questions. Much of the problem is in the way the questions are worded.)

These are two different concepts. The first part is acceptable as stated. The second (determine..) is fine, as well, but is not related to the first. These second competencies should not be based on diverse cultural material. In this instance, the question is asking for doth cultural diversity understanding, AND the central message, etc. The title options for the sample are poor, by the way, as are the subsequent questions.

Think about the content being presented to third graders! (Diverse cultures is a very abstract concept for third graders. Sometimes it is difficult for many eight and nine year

olds to understand and relate to what is going around them in their own culture.)

Though I don't disagree with the statement, the sample question used a poem which is very abstract and difficult for a third grade student to understand enough to evaluate. Make the passages more appropriate in readability so that a third grade student can analyze. Be sure that the passages are fair for third grade students who read at their grade level.

Using key details from the text, determine and explain the theme of a poem, drama, or story, including fables, folktales, and myths from diverse cultures.

What two lines from the poem support the title that you chose in part 1? Choose one answer. (Eight and nine year old third graders have an extremely difficult time switching from choosing one answer to a question in one instance and then two correct answers in another instance. This is not a developmentally appropriate way to word questions for children this young.)

Within the Sample question given - students should not be asked to make 2 choices when they have been taught all throughout their school experience to select the ONE best answer.

Statement is okay, it's the translation into a 2 part question with key distractors that I find problematic. (It is not the actual standard that I have difficulty with. It is the question itself since trying to view this as an 8 year old child, I do not believe that they can discern the differences in Part A. Still being concrete learners I believe they are just as likely to chose another answer which can be supported by different quotes and thereby placing them in double jeopardy. If they get Part A wrong, they will also get Part B wrong. While in older grades we can expect students to be able to more finely discern between possible responses, I do not think 8 year olds would be able to do so without scaffolding from their teacher:))

Question 1 is confusing so please do not have the next question relate to the first.

Test rewrite (Additional research)

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.

...and explain how their actions affect the story.

Because Laura is sad, what happens next in the passage? (Eight and nine year old third graders are barely able to answer these questions when they are asked explicitly. They are not able to determine that cause and effect are the implied intentions of a question without some key words or phrases being used.)

Describe characters in a story (fictional) and explain how their actions contribute to the sequence of events.

Describe characters in a story, etc., and explain how they contribute to the sequence of events. (This statement is more concise and less condescending toward educated professionals.)

Describe the characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. (The note is unnecessary and confusing. I am not at all clear that understanding poetry should be in the same statement with other forms of stories. It takes a different skill to understand these.)

Describe the characters in a story using their traits, motives or feelings. Explain how their actions affect the events in the story. (The statement is poorly written, unnecessarily complex and far above grade level. In addition, "poem" should not be included in the definition of story. Poems should not be used to teach reading or english language arts concepts at the third grade level because most third graders have very little exposure to poetry. Poetry is largely irrelevant in today's world. Requiring third graders to learn to understand poetic verse is a waste of our limited educational resources.)

Describe WHO the characters are in a story ? WHO is the story about ? WHAT happened in the story ? WHEN did it take place ? Where did it take place ? WHY did it happen ? HOW did it happen ? (the how can also be covered by what, when, or where) Questions should be answered in this sequence when applicable. (Your statement / standard to describe a characters traits, motivations, feelings etc... are subjective and are based on or influenced by ones personal feelings or opinions. The 5 W's can not be answered by a simple yes or no, they have to be answered by statements or facts found within a story. This technique is used every day from your local news to the Pennsylvania Department

of Education and beyond. You must put the Pennsylvania children in your mind 9-10 year old's and include them, as I did. My child read the story went to answer the question and did so correctly. When ask how she did it she simply said I looked for the sentence and read what came next. When ask how the character Laura felt she said sadness "That's what the question says How does Laura's sadness lead to the next event!" Feelings, traits and motivations are good for a open class discussion not one of the most essential parts of our States Education.)

Explain the next part or parts of a story that takes place after a character says, does, or feels something.

Good concept and question but a huge amount of text to read for a student unless many questions to be asked from the same text. If only 1 question, shorten amount of text.

I am rewriting the question, not the standards. What is the next event in the passage. (The example question is incorrect. It asks "How does Laura's sadness lead to the next event in the passage". That is a very good question, except for the fact that the answers given do not correspond with what the question is asking. If you base the question off of the answers, the question should read "What was the next event in the passage?" The question given asks how Laura's sadness leads to the action, NOT what the action is. Laura's sadness could lead to the action because her father doesn't want to see her unhappy, and offer her an explanation.)

I don't have a problem with the standard. I don't feel the sample question is appropriate for a third grader. We can check students understanding of this standard without a confusing question.

In your own words tell what Pa told Laura about why he gave the ponies away. (The question, as asked, requires the reader to simply find something directly stated in the text; no thinking is required.)

Not sure where to put this feedback so it lands here. This question is concrete and it provides the student with the necessary info to answer address the standards. Questions of this nature need to be direct like this one. So I do like it. Stay on this pathway and it is great.

Shorter passages! (Again, not the question that I object to. However, the passages are so long that many average students give up as they read. By the time they make it to the

questions, their mind is not on the idea that is being tested.)

This statement is too long for most 3rd graders.

What event happened after Pa realized that Laura was sad?

What happened next in the story? Simplify the question. Third graders need to understand the question in order to answer it. (Please be sure questions and answers have a 3rd grade readability level.)

For third grade, I question whether asking how character traits (feelings) influence future story events is developmentally appropriate.

The directions provided are unintelligible. I'm a 50 year old professional with an advanced degree and after three readings I cannot come close to understand what is being asked. Its ridiculous

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.

Children in third grade learn primarily through "story". Provide a short piece from a narrative that explicitly demonstrates "point of view".

Determine the point of view.... (Explain and identify are totally different, even as applied in the example question.)

Explain the point of view from which a story is narrated, including the difference between first and third-person narrations from realistic fiction text. (The interpretation of poems for third graders is not developmentally appropriate.)

Explain the point of view from which the story is narrated. Note: ... (Explaining the point of view is rigorous enough. Combining it with first and third person narrations is not necessary to be included OR it should be a separate eligible content.)

How can you tell the point of view in the passage? A. The narrator uses I. B. The narrator uses you. C. The narrator uses he. D. The narrator talks in the story.

I don't believe we need to use the terminology 'first and third-person'. As long as the students know who is telling the story - someone in the story or a narrator- that's sufficient for third grade. We are working with 8 and 9 year old children. (Please be sure passages and questions have a 3rd grade readability level)

Identify the point-of-view/person from which a selection is narrated. (This statement is more concise.)

Identify whether a story is told from a first person or third person point of view. Explain the difference between first person and third person narration. (The statement is poorly written, unnecessarily complex and above grade level. In addition, poetry should not be used to evaluate third grade students' reading skills because most third graders have very little exposure to poetry. Poetry is largely irrelevant in today's world. Requiring third graders to learn to understand poetic verse is a waste of our limited educational resources.)

in first person by the speaker (Students will not understand what you mean by personal feelings, this is a term they are not familiar with.)

Include "first person" or "third person" in question choices

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.

Compare and contrast the themes, settings, characters and plots of two or more stories. (Why do the stories need to be by the same author? Don't we want students to be able to compare/contrast these components of any two texts?)

Compare and contrast the themes, settings, plots, and characters of comparable selections. (This statement is more concise and less condescending/restrictive toward educated professionals.)

Compare and contrast themes, settings, and plots of stories.

Not only written by the same author but same theme, setting, and plot by different

authors.

Strike the words "and contrast" (One cannot compare and contrast in the same question.)

Eliminate the word theme. In 3rd grade, students are not ready to compare themes.

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).

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 suffix or prefix 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). (I was a teacher, coach, and consultant. The textbook doesn't identify prefix and suffix as an affix. When addressing the PSSA preparation, an instructor needs to inform the student of this new identification. The student isn't familiar with the vocabulary word in their everyday academic experiences.)

Learn new vocabulary using context clues and word roots such as prefixes and affixes. (This is more concise.)

N/A (I'm not sure how you would rewrite this statement, but it needs to be done. It took me 3 tries to fully understand what you expected out of this.)

Prefixes and suffixes that are studied should change the root word. For example the affixes pre-, re- , -ogy all change the meaning of the rootword.

Find the meaning of unfamiliar words and phrases by using context as a clue. Find the meaning of new words by using known prefixes, suffixes or word roots as clues. (The statement is poorly written and unnecessarily complex.)

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).

Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context. (Expecting students at this grade level to understand the "shades" of meaning is not appropriate. They are focusing on meaning...literal and nonliteral is sufficient for eligible content.)

Remove part a. because idioms are culturally and social economically biased. (Idioms are highly cultural dependent. The use of idioms on standardized testing could be culturally biased for our growing population of second language learners and economically disadvantaged. <http://leadersproject.org/articles/effects-cultural-bias-childhood-development>)

Same wording but take out word nuances. The concept of subtle differences in word meanings is an advanced skill beyond what the average third grade reader is able to comprehend.

The passage lines should be numbered and the question should refer to the line numbers so that the student is easily able to go back and reread the selected portion in context. (Again, the content is reasonable but this particular question asks about the water "talking to itself" and the only acceptable response is that the water is noisy. Water is noisy because of its movement; so water moving swiftly could be an acceptable response. This is a difficult 3rd grade skill.)

The passage provided, The Door in the Ground, is inappropriate for 3rd graders. The setting is nothing a 3rd grader has learned about in school yet and nothing they have experienced living in Pennsylvania. Furthermore, the point of view is inferred and never directly stated. Again, this is developmentally inappropriate for a 3rd grader, who

is still in a literal stage of development.

the story (it is too long! short excerpts are better ...)

This is a repeated statement. I commented on the other one.

The statement is written fine, I just have a comment as to why students shouldn't learn this until a later grade level. (Finding deeper meaning in texts is a very complicated process that sometimes takes deep insight. I do not think third graders have the capacity to really see the true meaning behind certain texts. Frankly, they shouldn't have to know this skill at the age of eight or nine. I myself was not learning this skill in a classroom until about 5th grade. Kids should not have to grow up too quickly. Let the third graders be third graders, please, and stop jamming kids with so much information at such a young age. Childhood needs to be experienced.)

Third grade students will begin to understand word relationships and nuances in word meanings. a. Begin to distinguish the literal and nonliteral meanings of words and phrases in context. b. Begin to distinguish shades of meaning among related words.

part b should be moved to a higher grade level where students are more abstract thinkers (8 year olds are concrete thinkers and have difficulty understanding "shades of meaning.")

test (test)

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.

Again, although this is statement sounds fine, the application of the sample test question is poor. (As I read the sample test question, I judged this to be too difficult for a third grade reading assessment. A quick check on the reading level of this passage calculated a Flesch-Kincaid readability score of 6.1 grade level.)

Answer questions to demonstrate understanding of a text, using the text to provide evidence to support the answers.

Answer questions to demonstrate understanding of a text. (This is more concise.)

Answer questions to demonstrate understanding of a text; refer explicitly to the text to

determine the answer.

Answer questions to demonstrate understanding of subject content. (If student cannot read (decode) text, will be unable to understand and therefore unable to answer questions nor explicitly refer to text.)

omit the word "explicitly" (that word is beyond the average 3rd grade vocabulary)

story (too lengthy)

The answer choice, "It promotes brain development and health," would not be understood by a third grader. (Once again, please be sure the vocabulary you use in the story, the questions, and the answers are suitable for third grades. Most third graders, nor their parents, in our rural area, speak that way. Please check for 3rd grade readability on all passages, questions, and answer choices.)

The statement is appropriate (The length and depth of this passage would be unreachable for many students particularly those who are reading disabled.)

Which detail from the passage explains a reason why animals play? (Choices A and B are too close to both being relevant correct answers. Asking for a reason makes it more clear that an example, and not a rationale, is being looked for.)

Which statement explains why play is important? NOT why animals play? An animal does not play because it thinks it is good for it's brain development they play because it is their instinct to do so. Question must be rewritten. (see above)

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.

Determine the main idea of a text; summarize the key details and explain how they support the main idea. (Third grade appropriate terminology)

Stop using so many different terms. I don't recall the last time I was asked to recount something, unless it had to do with numbers. Use retell. (Some children will have no interest or visualization of the passage because of their own backgrounds. Stop making them dissect it. Help us to teach children to love learning and reading.)

Substitute recounts with retells or summarizes. (Question vocabulary is misleading and

confusing to students. Many can't answer the question, because they do not understand the word recount. They think it has to do with Math.)

the question..."recounts" (why are you using words like these? When teachers and schools use retell.etc????)

This should be included in eligible content, but a 3rd grader would not understand what the example question is asking because of the word "recount." The wording of the question should be simpler.

What description best summarizes the passage? (Summarize is a more age appropriate term than recount. Eight and nine year olds can only retain so many different words that mean the same thing.)

Which of these best summarizes the passage. (Third graders are quite familiar with summarizing, but the word "recounts" will throw them. They are in which Piaget calls the stage on concrete operations. They understand the prefix "re-" as meaning "to do again," so they will look at "recount" as meaning "to count again," which would make no sense to them in this context. Changing "recount" to "summarize" would make the directions to this task much clearer.)

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.

Eliminate "historical events" and "scientific ideas or concepts". Those should be added to a higher grade level than Third Grade.

How does Laura feel about the trade Pa made with Mr. Hanson? Support your answer with at least 2 details from the passage. (The question as written is very vague. I reread the passage several times, and even as an adult I had trouble understanding what is specifically meant by "the interaction between Mr. Hanson and the family.")

How does the interaction between the family and Mr. Hanson cause other events in the passage to occur? Use at least two details from the passage to support your answer. (Again, terminology is not age-appropriate. Eight and nine year old third graders are not able to guess how much evidence they need to cite without some form of guidance.)

How does the interaction effect the outcome of the story? Use the phrase cause & effect.

I would like to see a model of what a question would look like - the offered fictional passage and question is not helpful in judging the interpretation of this content. (I'm curious what a question would look like based on informational texts listed above. The example is a fictional passage.)

If students don't understand the vocabulary in the question, they can't understand the question and therefore can't answer it. When writing questions, please keep in mind that these are 8 and 9 year olds. They are not familiar with the meaning of words like 'interaction,' which was used in this sample question. They don't use that word in their speech and most parents don't use a word like that when speaking to their 8 year olds. Therefore, they can't answer a question like this because of the vocabulary used. Many of your questions, such as the one on this sample, use terms that are just not appropriate at third grade level. They might be able to answer a question that shows mastery of this objective if it were asked in vocabulary that they understand.

Instead of this weird chart, why not ask the child what happened first? What happens next? When character X does ABC, what happens? This scale, chart thing is weird and not something you'd ever see in real life. (See above answer)

Interpret the correct sequence and cause/effect of events in text

Statement should be clear, such as: "Name three things that happened after Pa and Mr. Hansen spoke together."

The prompt and the scoring guide are developmentally inappropriate for 3rd graders. For example, accurate, interaction, relevant and specific are all adult vocabulary being imposed on eight year olds.

The question sample does not reflect the skill asked for in this eligible content statement. It is asking students to interpret an interaction and relate it to events in the passage, this statement is far simpler in describing the relationship between a series of events. If a teacher is teacher this concept, they are not preparing students to answer the type of question that is given here. (The statement is fine - it is the sample question that is the problem.)

use non narrative text to assess this skill (The chosen passage is narrative text - the question refers to historical events, scientific ideas or concepts, or steps in technical procedure. The question does not assess the content.)

What was the result/effect of Pa's conversation with Mr. Hanson, and how did it lead to other events in the story? Use details from the passage to support your answer. (The word "interaction" is too vague for third grade. They are still concrete and literal in many aspects. The question should be more specific for this age group.)

Worded as is, but again, at third grade level. I believe students are quite capable of the skills required in this standard, " a series" of historical events, however, should be reduced to one or two historical events, etcetera.

It is too wordy and there are too many concepts to sort out in one standard.

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

Add: point of view/ Author's Purpose of: Persuasion, Informing, or Entertaining.

Identify the point of view.....

Identify the point-of-view/person from which a text is written. (It is important to include the concept of "person," which ties pronoun use to point-of-view and is consistent in most languages.)

The statement is again fine - the question given as an example is identify, not explain. Additionally, at grade three, "point of view" is going to be taught by examining the author's perspective - not first, second, or third person. If the statement is about point of view, then the question should reflect that. If the content is about grammar, then it should include language about identifying first, second, or third person. (It all has to match - these don't match - you need alignment in order to be teaching the correct skills for success on the test.)

Third grade should NOT have to state first, second, and third person. What IS reasonable would be identifying which character is telling the story.

Who is most likely the narrator of this selection? (I feel that students will be confused by "point of view" and "through.")

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.

Again, the statement is fine - the question is garbage. Who cares when Beatrix Potter wrote her first book? I can only assume the students would be given a timeline or a graphic with data points - this question does not reflect the level of depth that a teacher would use to teach this content. (Fix the test questions to match the content.)

exclude the "search tools" part of the standard. (8 and 9 year olds are not developmentally ready to be using sidebars and hyperlinks!)

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).

Change the answer options. (The second answer would also be correct, particularly to a third grader. The level of nuance you are expecting of these children is ridiculous)

Identify which organizational strategy is used in the text (comparison, cause/effect, sequence).

The choices are very similar. Answers A & B both seem acceptable.

This statement does not describe well the intent behind the standard. It is ambiguous and I do not feel it directs the teacher to what its intent really is.

What do these sentences show you that bears like to do? The wording on this question as you put it is confusing to third graders.

E03.B-C.3.1.2: Compare and contrast the most important points and key details presented in two texts on the same topic.

delete " and contrast"...

I do not see passages with oranges???

Comparing and contrasting across texts is appropriate for older grades.

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).

Based on the text in the box, which of the following is true?

In the text box about dog laughter, ...

JUST HORRIBLE. Whoever wrote this question needs to go back to school. It is not even written in proper English. It should ask the student "what information in the gray text box above explains why laughter is an important part of play?" (see above)

Use information gained from illustrations, maps, photographs, or the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

What does a dog's laughter mean? Once again, the wording of the question would be difficult for 3rd graders. Please be sure the readability is at a third grade level for all passages and questions.

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).

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).

Determine the meaning of general academic and domain-specific words and phrases used in a text.

It should read prefix and suffix, not affix.

One answer should not rely on another answer being correct. If the child gets the first one wrong, they will automatically get the second one wrong. Question should be independent of each other. (see above)

The statement is fine. (At the third grade level, you should provide a series of sentences containing the word that needs to be analyzed in context. This is a very long passage for a third grader to go back to and find the word in context and then determine its meaning.)

These two-part questions are terrible. If a student gets the first part wrong, they will surely get the second part wrong. This is just bad practice and patently unfair. Additionally, the questions are poorly worded - I am an adult with a doctorate degree and I had to read the second question 2 times to figure out what was being asked in relation to the first question. HARD does not equal RIGOR. (This type of question format is not appropriate for any student to demonstrate their learning, let alone a third grader.)

this was rewritten in a previous response

Two part questions are misleading and confusing and not typical in other testing situations. (Firsthand experience and eighty years of teaching third grade.)

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).

Eliminate B. (See previous response.)

It doesn't make clear sense what the question is and what you are expecting for the student to discern at the 3rd grade level from the Sample Test Question provided. (The concurrent use of the phrase in question "rounded up" must be introduced in the class in the mathematical sense for this to be a fair assessment of a child's ability to comprehend.)

Remove part B about shades of meaning from 3rd grade standards. (This does not seem to be developmentally appropriate content for an 8 year old child.)

TAKE OUT NUANCES and shades - take out all of b Demonstrate understanding of word relationships in word meanings by distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

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.

"Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists the reasons to support the text's/writer's purpose." (The original statement is appropriate for a non-fiction text (persuasive essay, speech, etc.). For a work of fiction, we are never sure of authorial intent so we can only rely on what the text shows us.)

descriptors (take out-too distracting)

EO3C113 should be removed.the rest about writing an opinion is fine.

Example question should include, "Please give 3 examples/reasons for your choice of your favorite part of the day." HELP THEM understand what extensive writing is by clearly stating what you WANT from them!

Give at least three supporting details explaining why this is the best part of the school day. (Third graders are very concrete; they need to know a specific number of details they are required to provide.)

Identify the author's purpose and provide evidence within the text.

Introduce the topic or text for the intended audience and state an opinion.

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. USE LINKING WORDS AND PHRASES TO CONNECT AN OPINION AND REASON. PROVIDE A CONCLUDING SECTION OR STATEMENT. (more sensible to combine 4 content areas into one)

Introduce....., state an opinion and provide reasons to support the writer's purpose. (I do not believe the organizational structure is an appropriate grade 3 skill (in the sample question, a conclusion is assessed/required but the question does not explicitly ask for one). Stating an opinion and giving reasons is appropriate.)

should include specific requirements in the directions: include linking words, and be sure to include a concluding sentence (Third graders are working to develop the skills necessary to effectively express themselves in written language. We should not set them up to fail by expecting them to remember all of the components... we should be evaluating their ability to include those components. The current verbiage of the prompt make the skill as much about declarative recall (necessary components of the essay) as it is about the application of the skills. I think we should be working to be sure that the test questions are assessing only the skills desired not the students ability to recall. It is also important to remember that brain based strategies tell us that it is difficult at this level for a student to switch gears and attend to multiple tasks simultaneously. It seems to me that we are setting our kids up to fail by expecting them to respond in a way that is representative of a much older student rather than considering the developmental nature of young children. They are more than capable of developing the essay and applying the knowledge, but we need to support them in the process and provide them the opportunity to be successful in an already overwhelming situation.)

The wording of the question is fine, but the expectation of the quantity of writing should be less. (Based on the sample released items I have reviewed, we are now expecting third graders to write 5-paragraph essays. This was previously a fifth grade expectation for children two years older than these students. Although I find essay writing to be a reasonable expectation for eight and nine year olds, I do not view this quantity of writing as developmentally appropriate.)

Write a persuasive paragraph. (This is easier for third graders to understand.)

While the prompt is developmentally appropriate, the scoring rubric is laden with

vocabulary that is meant for higher grades, such as relevant, vague, elaboration, distinct, substantial, adequate and inadequate. These are NOT words that an average third grader uses in normal conversation.

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

Give at least 3 details or reasons that this is the best part of the school day. (Third graders need a specific number of details required. "Support your opinion with details" is too vague for 8-year old brains that are in Piaget's stage of concrete operations.)

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. USE LINKING WORDS AND PHRASES TO CONNECT AN OPINION AND REASON. PROVIDE A CONCLUDING SECTION OR STATEMENT. (makes more sense to me to combine these four content areas into one.)

Provide more detail on level of detail required for supporting opinion. I think 3rd graders can provide reasons but don't expect them to be as organized as sample test indicates for 4 score.

see E03.C.1.1.1 (see E03.C.1.1.1)

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

Appropriate only if these requirements are clearly outlined in the directions of the prompt. You tell students to answer the prompt exactly as written, but penalize them if they do not include other information as outlined in the rubric.

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. USE LINKING WORDS AND PHRASES TO CONNECT AN OPINION AND REASON. PROVIDE A CONCLUDING SECTION OR STATEMENT. (EO3A-C.2.1.1, 2.1.2, 2.1.32.1.4 COULD PROBABLY BE WRITTEN AS 1 STATEMENT.)

Limit to certain linking words: because, since, for example. Not "therefore"

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons. (Grammar)

Using linking or transitional words and phrases (e.g. because, therefore, since, for example) to connect opinions and reasons.

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

At the third grade level, mechanics of writing should not be a judge of whether or not the student comprehends the content... These are two very different skills, and they ask students to attend to too many tasks in one setting... by doing so, we set them up to fail at one or the other

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. USE LINKING WORDS AND PHRASES TO CONNECT AN OPINION AND REASON. PROVIDE A CONCLUDING SECTION OR STATEMENT. (It makes more sense to combine these last few eligible content areas rather than have so many steps.)

Provide a concluding statement. (see E.O.3.C.1.1.1)

E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer's purpose.

"Introduce a topic for the intended audience, and group related information together to support the text's/writer's purpose." (The original statement is appropriate for a non-fiction text (persuasive essay, speech, etc.). For a work of fiction, we are never sure of authorial intent so we can only rely on what the text does and provides. What if the author intended one thing but the text does something else? What if we don't know authorial intent (which is usually the case)?)

Instead of saying someone younger, say someone 2 years younger than you. (If you say someone younger, they could write about a twin sibling that is five minutes younger but still at the same developmental state.)

Introduce a topic for the intended audience, and group related information together to support the writer's purpose. Develop the topic with facts, definitions and details. Use linking words and phrases to connect ideas within the categories of information. Provide a concluding statement or section. (It is usually taught as a whole process and would be better if listed as content as a whole.)

same considerations as previously noted for this question... too many skills in one question

Write a paragraph of information. (This is easier for third graders to understand.)

see E.O.3.C.1.1.1 (see E.O.3.C.1.1.1)

E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.

Introduce a topic for the intended audience, and group related information together to support the writer's purpose. Develop the topic with facts, definitions and details. Use linking words and phrases to connect ideas within the categories of information. Provide a concluding statement or section. (Listing this as an entire process more closely resembles the way it should be taught.)

No suggestion. I didn't like the example. (As the sample question was stated, it relies on the fact that the student has been given examples of details, sequenced instruction, etc. The issue isn't the skill. We're not seeing the context of how they are learning the skill.)

same considerations as noted for previous writing prompts

Take out few spelling mistakes. (The rubric seems too intense for on level third grade students. Expecting third graders to write a lengthy paragraph using all the components and to only allow a few spelling errors is tedious.)

E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

"Categories of information" is a subjective term and will be interpreted differently by various teachers.

Introduce a topic for the intended audience, and group related information together to support the writer's purpose. Develop the topic with facts, definitions and details. Use linking words and phrases to connect ideas within the categories of information. Provide a concluding statement or section.

same considerations

E03.C.1.2.4: Provide a concluding statement or section.

Introduce a topic for the intended audience, and group related information together to

support the writer's purpose. Develop the topic with facts, definitions and details. Use linking words and phrases to connect ideas within the categories of information. Provide a concluding statement or section.

Provide a concluding statement. (see E.O.3.C.1.1.1)

same considerations

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.

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

"Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the text's/writer's purpose." (The original statement is appropriate for a non-fiction text (persuasive essay, speech, etc.). For a work of fiction, we are never sure of authorial intent so we can only rely on what the text does and provides. What if the author intended one thing but the text does something else? What if we don't know authorial intent (which is usually the case)?)

Definition of "naturally"? "Organically" vs "of course"? (Seems like including word "naturally" = subjective loop-hole for taking points off a 3rd grader's work.)

get rid of the second part

If the task is sequencing, then the prompt should be scored on sequencing only... please keep in mind that as third graders develop these writing skills, they spend a great deal of time focusing on each component of their writing and refining it. As you ask them to attend to more than one task at a time, you are setting them up to fail at one or the other.

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. 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. Use temporal words and phrases to signal event order, and

provide a sense of closure. (EO3.C.1.3.1, 1.3.2, 1.3.3, 1.3.4 could be combined since the process will be taught as an entire process from beginning to end.)

Reword; confusing. Give examples of writer's purpose.

see E.O.3.C.1.1.1 (see E.O.3.C.1.1.1)

The scoring guide needs to be rewritten to reflect third grader vocabulary.

This is just too confusing and it is unclear to even understand the intent.

Write a personal narrative that includes a problem and solution and a logical sequence of events. (This is easier for third graders to understand.)

Write a story or personal narrative, real or imagined that includes a narrator, setting, events or series of events, including a problem and solution. (3rd grade students are not going to understand "orient the reader to a situation")

modify criteria to meet the educational level of a 3rd grader. scoring is too hard and detailed for the age of the child taking the test. (see above)

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.

Use descriptions of actions, thoughts, feelings, OR other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations. (I do not believe 3rd graders should be required to use dialogue in a story.)

Add: Be sure to include dialogue (or list examples of the narrative techniques that need to be shown) in order to get full credit. (Be more specific in the directions of what is EXACTLY required in the story.)

Do the 3rd graders need to use quotation marks correctly when writing dialogue? If so, this should be moved to a higher grade level.

omit dialogue (The use of dialogue, or quotations, is a skill that eight and nine year old third graders need much more time to master.)

same considerations as above

sequence that unfolds naturally to support the writer's purpose. 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. Use temporal words and phrases to signal event order, and provide a sense of closure. (Combining 1.3.1, 1.3.2, 1.3.3, 1.3.4 would make more sense.)

The scoring guide needs to be rewritten to reflect third grader vocabulary.

Use descriptions of actions, thoughts, feelings, and other techniques, such as dialogue, to develop experiences and events.

Use words and phrases to describe the actions, thoughts and feelings of the characters to develop the events in the story or narrative including the use of dialogue. (I believe it is overreaching for students in third grade to develop an on-demand narrative that includes not just a character's thoughts, feelings and actions but their response to situations as well.)

Use descriptions of actions, thoughts, feelings, and other narrative techniques, to develop experiences and events or to show the response of characters to situations. (Third graders are not developmentally ready for dialogue.)

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

Change the expectations on the rubric. (Less requirements on the rubric.)

same considerations as above... too many tasks incorporated into one rubric and not specified in the prompt.

sequence that unfolds naturally to support the writer's purpose. 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. Use temporal words and phrases to signal event order, and provide a sense of closure. (Combine sections.)

Specify that temporal words are required.

The scoring guide needs to be rewritten to reflect third grader vocabulary.

Use a different word other than "temporal" to relate to time. Because "temporal" also means "relating to worldly as opposed to spiritual affairs; secular". Religious parents are misinterpreting this EC.

Use temporal words and phrases (e.g. first, in the beginning, etc.) to signal event order. (The current prompt simply asks for a beginning, middle and end. 3rd graders may not use temporal words/phrases to transition. Directions and/or rubric should explicitly state examples of words to include. Again, the rubric is not "friendly" to 3rd grade writers.)

Use time order words and phrases to show event order. (This is easier for third graders to understand.)

Use transitional words and phrases to signal event order. (I don't like temporal for 3rd graders.)

Use words and phrases that relate to time to signal event order. (The word temporal is not known by teachers.)

E03.C.1.3.4: Provide a sense of closure.

Does closure refer to making sure to have an ending? If so, why not use the same terminology?

Have a concluding statement. (This is easier for third graders to understand.)

I do not understand what you mean by closure, unless you are referring to an ending.

same considerations as above. (same considerations as above)

sequence that unfolds naturally to support the writer's purpose. 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. Use temporal words and phrases to signal event order, and provide a sense of closure. (Combine sections)

The scoring guide needs to be rewritten to reflect third grader vocabulary.

E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

delete pronouns and adverbs from grade 3 (As a former teacher of 8th grade English, I can tell you that students struggle with these grammatical concepts. I question the appropriateness of assessing this at 3rd grade.)

Demonstrate understanding of the function of nouns, pronouns, verbs and adjectives in particular sentences. (Though a third grade student may be able to recognize how nouns, pronoun, verbs, and adjectives are used in sentences, being able to explain that function is beyond them and is developmentally inappropriate. Adverbs should not be included until fourth grade.)

Explain the function of nouns, pronouns, verbs, and adjectives.

E03.D.1.1.2: Form and use regular and irregular plural nouns.

I dislike the use of "multiple guess" answer formats for every part of education. It may be fine for some concepts, but with an irregular plural form the children (especially at a 3rd grade level) need the experience of writing out the word, and may indeed pick an alternative in the answer series that is very close. (I feel this type of question may discriminate against those students who lack the experience in forming the plural form of a word that is an outlier (especially if said child has a visual or other impairment where the words would look fairly "similar"). Please consider writing test questions that are multiple choice for this age-group that are more definitive and less likely to cause a third grader confusion. Partial-Credit Scoring Methods for Multiple-Choice Tests. Academic Journal By: Frary, Robert B. Applied Measurement in Education. 1989, Vol. 2 Issue 1, p79. 18p. Abstract: Examines multiple-choice response and scoring methods that attempt to capture information about an examinee's degree or level of knowledge with respect to each item. Confirmation of the potential to increase internal-consistency reliability; Capability of partial-credit scoring methods to provide feedback for enhancing learning. (AN: 7365065))

This question should not be assessed the way it is presently set up to be assessed. Students, at the 3rd grade level should have to decide which plural noun to use in a sentence. They should not be required to know which spelling is the correct one for the usage in the sentence.

E03.D.1.1.3: Use abstract nouns (e.g., childhood).

A discussion of abstract nouns is not a multiple choice question. (The nature of all words

is that there are both denotative and connotative meanings. By definition abstract (vs concrete) will have a more experiential definition. To be creative or have "less mainstream" connotative meanings would be "incorrect". I didn't like this example.)

Begin to use abstract...

can be answered from more than one perspective... the hikers might actually like the ACT ION of the forest as they watch all of the components of the forest move and interact... if the descriptor is abstract, students, may answers in an abstract or unpredictable way... too many answers are possibilities... there should be only one correct/obvious answer or there should be a way for a student to explain their choice and receive credit

choose different answer choices (Too many possible correct answers are given without establishing the necessary context for the sentence.)

Eliminate action as a possibility. (Third graders will see a forest as full of action (squirrels moving, leaves rustling, turkeys roosting, deer leaping, etc.). Be extremely careful that all questions are looked at from the point of view of an eight or nine year old!)

I'm not sure how to rewrite this so it would be fair to all students. (I could see this being subjective. For example, a third grader may think there is action in the forest, such as animals running or catching prey. They may think the forest has strength, because trees are strong. Also, not all third graders would have the background or prior experience to correctly answer this; it isn't unusual for a child in an inner-city school to have never been in a forest. Another culturally biased question.)

Replace "action" with a simpler, less confusing word. (ie. trip) (I think that the first choice is misleading. Third-graders, who are thinking about hiking know that it is an activity that requires movement/action. They might also be thinking about wildlife that lives there, etc., and how those animals could be moving.)

E03.D.1.1.4: Form and use regular and irregular verbs.

Only give one underlined word that needs changed. (If you are assessing the use of verbs, then assess the use of one verb per question, not three. Eight and nine year old third graders can not reasonably process this much information.)

That's your job. (Most people do not know the difference between regular and irregular

verbs.)

E03.D.1.1.6: Ensure subject-verb and pronoun-antecedent agreement.

"Which of these sentences is correct. Then give one sentence that is correct and three that are incorrect." (The format is confusing and misleading for a third grade student. They would need practice in the format which would take away time from teaching the content, which is really what is most important.)

Dave and John was told that they could bring their new books to class with them. (Providing greater spacing between the statements (I used three spaces) allows those students with visual impairments such as CI to quickly assess the different parts. Without greater spacing the words (segments) may be in-distiguishable to those who are visually impaired and therefore be a "bias" question. There is a great overlap between pupils who have this visual impairment/disability and ADHD, therefore it affects a large number of students in the Commonwealth. Strabismus. 2005 Dec;13(4):163-8. The relationship between convergence insufficiency and ADHD. Granet DB1, Gomi CF, Ventura R, Miller-Scholte A.)

Ensure subject-verb and pronoun-antecedent gender agreement.

I'd underline the word 'told' with the 1 part of the sentence, so that was and told are in the same part.

Is a 3rd grader really supposed to understand what a "pronoun-antecedent agreement" is? The questions should restate the parts in the answer instead of just saying part 1, part 2, etc. Lines are too close together and do not clearly separate the parts of the sentence.

Make subjects agree with verbs, and pronouns refer correctly to nouns. (This is easier for third graders to understand.)

nm (The form of the question would be very confusing to a third grader.)

Pronouns agree. (I don't know what a pro-noun antecedent is....)

The sentence chosen for the question was awkward when broken into parts. I think a more simple sample sentence should be used.

The verb phrase should be underlined together to avoid confusion. Breaking it up into two parts makes it very difficult to understand.

Which word is a mistake? (Setting up the sentence in parts may cause confusion to third graders. Perhaps just underlining certain words would be a better setup.)

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.

Begin to form and use...

Form and use comparative and superlative adjectives and adverbs.

E03.D.1.1.8: Use coordinating and subordinating conjunctions.

Question should clearly ask to examples or evidence.

E03.D.1.1.9: Produce simple, compound, and complex sentences.

delete complex sentences (Third grade writing seldom contains cx sents.)

Exclude complex sentences from standard

Please see below. (I feel this rationale is too vague. Students of this age can take these types of questions to be opinions as a couple of those sentences are correct. it's not so much a problem with this statement as in how it's presented in test form.)

Produce complete sentences

Produce simple and compound sentences. (More appropriate for third graders)

Produce simple and compound sentences. (This is easier for third graders to understand.)

Recognize simple, compound and complex sentences. (Students are not asked to write a sentence (produce), the question asks them to recognize one.)

Which of these statements is a compound sentence? (Third graders will have a very difficult time processing the shades of meaning. Even as an adult, A, C, and D seem that they could be chosen as the correct answer.)

E03.D.1.2.1: Capitalize appropriate words in titles.

underlining 2 titles (You shouldn't underline some of the titles in 2 sentences and not all the sentences. This is very difficult for children at that age to decipher. They may think they have to choose from either of those two or that it may be a "trick" question.)

Which sentence is correct?

E03.D.1.2.2: Use commas in addresses.

addresses should be written as commonly seen on multiple lines

E03.D.1.2.4: Form and use possessives.

Which sentence is correct?

Should be rewritten in a way that does not attempt to 'trick' students. (I do not think asking a student "which one contains the mistake" really assesses if they know how to form and use possessives. It assesses their ability to edit or pay attention to details.)

E03.D.1.2.5: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Delete "and other studied words" (Sample question is deceptive with "neighbors" as a choice. 3rd graders are learning "i" before "e" etc. and may assume "neighbors" is misspelled.)

Learn the standard rules of spelling. (This is more concise and less condescending.)

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.

completely new question needed (I believe the students would respond to this question from a contextual standpoint rather than from a "spelling pattern" view. A better example could be chosen.)

Please use vocabulary that is able to be decoded and understood by 3rd graders. Words like 'liberty' and 'opportunity' are too difficult for 3rd graders.

Choosing less complication in the words to compare and contrast with for a third grade level. (Using the words "Wednesday, neighbor and picnic" are fine for the example, but at a higher level grade. I fear that children who are used to phonetic (kid-spelling) until 1st or 2nd grade would be tricked by such a question.)

E03.D.2.1.1: Choose words and phrases for effect.

All sentences (From background knowledge, most children will choose instruments. You should use different sentences, not the same one over and over.)

Begin to choose words and...

Explain more clearly: using rich word choice, etc.

Rather than say "most specific," third-graders would better relate to "has the most details."

Select words and phrases for effect (This should be a writing standard: Select words and phrases for effect The assessment question does not measure the standard as stated)

This sample question is too broad... should ask, what sentence gives the most information?

Should Be Deleted

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.

English Language arts should be in English and not contain any Spanish in it as it confuses students whose first language is not English or Spanish

Even as an adult, I don't know what "Chestnutwind" means. Also, 3rd graders without exposure to Spanish will not understand "abuelita" or "gatitos"

First, the poem is much too difficult for a 3rd grader to read--you've got to be kidding me

with the footnotes! He or she will spend a ridiculous amount of time getting through the poem, trying to understand what he just read, only to come to a question that has very little to do with understanding the actual meaning behind the poem!

Footnotes are a bit much to expect for a third grade student to know. In addition, why is there Spanish words in an English speaking state? Neither of these tasks are in the academic standards nor should be expected for a 3rd grader's first experience on a standardized test.

In addition to being culturally biased (not all PA schools have Spanish-speaking families), this whole poem is so abstract that I can't even tell what the answer is, much less a third grader whose brain is not yet developed enough for critical thinking tasks.

It is not so much the question that I disagree with, but rather the choice of passage. Footnotes, foreign languages??? Also all reading levels should be verified by readability formulas!!!

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Seriously, for a 3rd grader? Most third graders will find that boring, uninteresting and move on to something more interesting and fun to learn and want to learn.

Some children aren't comfortable speaking in class. It also slows down what can be presented.

Students in third grade will be deterred by the words explicitly and basis. I feel stating it this way: Ask and answer questions to demonstrate understanding of a text, using the text to refer to for the answers

Students need to go beyond what is in the text to be creative and nimble employees of the 21st century. The answer is no longer always in front of us.

The abstract nature of the piece is subjective to interpretation and does not make for an accurate measurement tool.

The text has too many hard words that kids will stumble over. They won't know how to pronounce them or know their meaning, it'll frustrate them and they'll just guess the answer.

This is in our 6th grade anthology. Additionally, I do not think that it is fair to have English and Spanish.

This is ridiculous. It's not beneficial. It is confusing, yet the answer is obvious. The reader is inferring the author's meaning in a poem that could be open to interpretation, so how can the answer be definitive?

This is too abstract for third graders.

Though this is a beautiful poem and a great tribute to the beauty of language, it is not straightforward and can be interpreted differently by individual students. Who says the author is not writing these words, and then reading them? And how do we know the words are not painted on paper or easel? And could the poet be adding words via paintbrush at that moment? Again--beautiful selection but fair for testing?

Who picks the "text"?..how do you account for a students prior knowledge on a subject for them to be able to ask and answer questions? OMG....I just read the sample text on CONFETTI....you really think that is a 3rd grade word that all students would know?....and its a POEM....my 12th grader in AP courses has difficulty with POETRY.

Why does it seem we are attempting to teach Spanish under the guise of poetry?

If the school district is NOT TEACHING SPANISH to my child, this content is inappropriate and gives an unfair advantage to children who have had exposure to Spanish classes privately or those who speak Spanish in the home. The content is also too difficult and it is a poem that most adults would have trouble understanding. This content is designed to confuse the child.

Uses foreign language and annotations.

Too difficult for 3rd grade

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.

Again, a more concrete piece should be used. Why not use a newspaper or magazine article instead?

Again, it's too hard. Third graders aren't going to know what chestnut wind means, or thorngray.

Again, no third grader will figure that out. Its a matter of an opinion. Reading is about forming opinions and opening up his or her mind to many different thoughts and letting them more an opinion.

As a parent, I want to see my children challenged, but not confused on purpose. I feel with this text, that is the point. Not to teach them, but just to make them confused.

As I stated before, I think the Spanish deciphering of words is a lot for a 3rd grader taking the test for the first time to complete.

How will appreciating and interpreting poems and other text from diverse cultures better prepare children for the future? Expose them to it; teach them how to appreciate them; encourage them to write them. I would rather my children spend time learning content that will benefit them in the real world.

I believe that the standard itself is fine, but the specific questions need revision. I don't like the questions that ask things like "How should this title be rewritten", because that is too subjective; unless the other answers are so far off that they wouldn't make any sense at all, but then the purpose of critical thinking is lost, because the question is now too easy.

I don't think understanding poetry/drama is a useful life skill

I think we need to take into account the developmental level of students in third grade when asking them to analyze at this level

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that the state has NO cut score until AFTER the students take the test this spring speaks volumes regarding the lack of research to support this test.

not necessary

Questions like this are subjective in nature leading to ambiguously incorrect answers.

Renaming a poem and deciding what arbitrary language the writer, who likely was on drugs, meant as her life's story is a bit ridiculous and useless in real life. We don't need kids on marijuana, we need engineers.

Students in third grade are just beginning to cognitively think in abstract terms and make inferential connections to text. This type of thinking and text analysis is not developmentally appropriate.

The 2nd part is absurd. All 4 choices could support the new title. How in the world would a 9 year old know that?!

The abstract nature of the piece is subjective to interpretation and does not make for an accurate measurement tool.

The analysis of the poem is extremely difficult for an 8 or 9 year old. Not all have fully left the concrete stage.

The content and related questions are not assessing genuine reading comprehension or analysis. The background needed to come up with an alternative title is not critical for future learning; coming up with an alternative title for a poem is trivial.

The first answer in question number 2 could also be a "correct" answer. Being tossed in a storm are the bad parts of life and being pushed by a breeze are good parts of life. Both parts of the question also ask for an opinion. How do you grade an opinion?

The first question is more of an opinion question. AND the following questions answers do not relate to the previous answer.

The rationale for the Part I answer is strained. The poem does not talk about life and words. It talks about experiencing the world through our senses -- feeling the breeze, and tasting the plum. The answers are very poorly written.

There is no objective evidence within the poem that indicates the author is describing life experiences with nature. As someone with a Bachelor's degree I got this one wrong. Whoever wrote this question/answer is basing it on their interpretation. These are third graders, not college students majoring in Literature or creative writing.

This context is confusing for a third grader.

This item is very obviously designed for failure; if the student doesn't answer part one correctly, he doesn't have a prayer of answering part 2 correctly. This item is vague and unfair.

This poem is in our 6th grade anthology. It is not fair for the poem to be in English and Spanish.

This question is subjective and is up to the opinion of the student what message they may or may not take away from the passage... it is not the place of a test grader to say that the feelings of a student are "wrong" because it is not the message they intended to give.

This reading passage is beyond many third graders and incorporates foreign words and phrases which will confuse many of them needlessly.

The abstract nature of the poem is developmentally unreasonable to consider as an assessment.

Again this poem is too difficult for a third grader--what child at this age knows the word thorngray?

This example is very high level for its intended audience. And, the answer to part one of the two part question isn't necessarily the best answer. For a highly gifted, creative student another title could be just as appropriate and they would be justified in defending their rationale. should they choose the incorrect answer for part one their answer to part two would most likely be different then the expected answer; therefore, wrong. However, it could compliment and be justifiable with the title they chose. Being more difficult to interpret does not necessarily correlate to ascertaining a child's intellectual ability because the sample can confuse the test taker due to its ambiguity.

Delete

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.

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Some students (autistic, special ed) do not ever get the idea that feelings contribute to the events that occur.

The content is too long. And if the reader is a below average reader, it will take them ten minutes to read. They're going to lose interest in the story.

The particular sample question is open to interpretation. One could assume Pa mentioned the things they could buy because he knew Laura was sad and was trying to cheer her up. In general, the content is reasonable, but the selection provided is a poor measure of whether students comprehend traits, motivation and feelings if "C" is the only acceptable response.

There are too many examples of things which third graders are unfamiliar. This story was fine for me as a 63 year old who watched Little House on the Prairie, but third graders today will not understand the concepts of prairies, dugouts, etc.; therefore, they will be at an unfair advantage when answering the questions. This sample is too dated and not relevant to a current third grade student.

This is assuming children at this age are aware of their own feelings let alone that of a story. The story is too long also.

The directions provided are unintelligible. I'm a 50 year old professional with an advanced degree and after three readings I cannot come close to understand what is being asked. It's ridiculous.

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.

Already in E03.B-C.2.1.1 May change to Author's Purpose and limit responses to: Persuade, Inform, and Entertain

Another poem! Evidence that the test has been constructed in a way that does NOT reflect genuine reading tasks. In addition, of what benefit is it to understanding and reading comprehension for a 3rd grader to memorize that if they see text with "I" telling a story, the text is written in "first person?" How does that connect to bigger ideas?

As I stated above the Spanish is a bit presumptuous for 3rd graders to decipher and use a footnote.

I don't believe third graders need to understand the difference between first, second and third-person terminology. As long as they can tell who is telling the story (person in the story or narrator), that is sufficient for third graders. Remember some of these children are 8 years old.

Inferences for fiction are too complicated for 3rd grade.

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Or moved to a different grade level. Third graders should not be asked to identify first or third person. It is enough to be able to pick out who is narrating the passage.

Reading passage is developmentally too advanced to conceptualize.

The multiple choice questions that refer to the speaker are similar and confusing. Delete the 2nd choice and add other text that will not be ambiguous to selection 4.

The passage is in our 6th grade anthology. It is not fair that it is in Spanish and English. The question is too difficult.

the poem just has to be deleted if the poem has Spanish words - if you change the poem to one a 3rd grader could understand then the question would be fine.

This poem is too difficult for 3rd grade to comprehend.

This poem is too difficult for third grade.

This poem and the questions about it are so far beyond third grade level its ridiculous. Whoever grafted this has seriously taken leave of their senses.

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.

Children (or should we say children of AVERAGE intelligence with which there is nothing WRONG despite popular opinion/secular thinking) at this age should not be expected to interpret stories at this high level of thinking/rationalizing. We are expecting CHILDREN to develop executive functioning skills at levels expected of young adult levels. School demands forced upon our children by our lovely government officials continue to place unreasonable pressure and expectations on children at younger and younger ages.

Drama is not mentioned in our third grade curriculum

I don't see a sufficient benefit of comparing and contrasting the same author's works.

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This is confusing and completely subjective. It does not prove any type of comprehension.

This is not an exercise that would be helpful to third graders in learning about theme, setting and plot. Requiring the use of stories written by the same author to illustrate

these concepts is pointless.

Trivial, trivial, trivial

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).

I think that the answers A and B are too similar and confusing for a third grader to deduce, especially from such a lengthy text.

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This is completely developmentally inappropriate for an elementary age student to attempt. What is it proving?

Too many parts for third grade.

trivial

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).

Again, these are third grade students not high school

confusing

I think that the statement does not give enough information to deduce the correct answer. It is not clear enough to explain that the answer should be the water is noisy.

Many third graders are not at this level of literary interpretation - They are still learning to read and are not yet at the reading to learn stage that this eligible content requires.

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Students who have learning disabilities or autistic or the like will not be able to correctly answer this type of question

The verbiage is very hard for an adult to understand. Research shows the brain of an 8-9 year old is not ready for this curriculum.

This is difficult for the ESL population.

Water moving swiftly is noisy.

This is not developmentally appropriate for this question for 3rd graders.

Students may have a hard time understanding the passage. Too much information is being given to students and then for students to determine what the phrase means, will be challenging for them. Especially students who are English language Learners, they may not understand the non literal meaning.

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.

It is so similar to E03.A-K.1.1.1 as to be redundant. In determining what eligible content is truly necessary we would be wise to adopt a "less is more" philosophy. We should identify the "critical few" and focus on teaching, learning, and applying them well. Much

of the eligible content that is listed as separate line items could be taught and learned as part of other, more overarching, eligible content items. Focusing on the critical few would also have a positive impact on the ability of the state to provide adequate funding for what it expects the students to learn.

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The statement is a repeat of E03.A-K.1.1.1. However, the sample question for this statement is a much better test of the skill being evaluated than the sample question for E03.A-K.1.1.1.

This content is already stated in E03.A-K.1.1.1.

What is the difference between this and E03A-K111 besides the word "ask"

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.

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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.

Again this eligible content is greatly beyond most third grade students maturity level - Think about what third graders are learning in Social Studies for example. Community - not world events - many children at this age are not even taught history!

Again, please take into account the developmental level of third grade students

It's confusing and inappropriate for third graders.

The concepts are too advanced for an 8-9 year old child. If they can tell me about the sequence of events and cause/effect, I would be happy. Why do they need to see the relationship?

This doesn't relate to the topic being assessed.

This passage is outdated and introduces many things which the average third grader is not familiar including but not limited to the fact that Mr. Hansen is of a different ethnic background. His choice of words and the description of his dogs is confusing to the third grade reader.

This question does not describe an historical event, scientific idea, or technical procedure.

Too broad

Too challenging for 3rd graders...too rigorous. Stick to simple cause and effect.

This is absurdly beyond the capabilities of a third grader. Seriously, is this a joke?

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

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Or moved to a different grade level. Third graders should not be asked to identify first or third person. It is enough for them to be able to determine who is narrating the story. They should be able to recognize cues such as he, I, us, etc in the telling of a story. But really..... to label third or first person???

Point of view is a hard topic for most 3rd grade students to understand. There are too many different ways that point of view could be understood.

Seems to Be included in E03.A-C.2.1.1

That is so much information to sift through. It is loaded with unfamiliar names and place that I am quite sure many parents couldn't understand.

The passage provided and the question asked do not seem connected at all; very confusing.

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.

Educated professionals know how and when to use appropriate charts, etc.

Frankly, students don't need to know this data. It serves no purpose to know when Beatrix Potter wrote this book.

I do not see any charts-where do they find the search tools?

It is not showing proof of comprehension. It is showing proof of how to "locate" information, not understanding of it.

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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).

It seems irrelevant.

It's redundant. See 1.1.2 et al.

Logical connections within the text should be explicit and the responsibility of the author. If students are to point out the logical connection, there must be something wrong with the text itself.

Multiple choice assessments are a false measure of reading ability. There is research on

assessment validity and the test measuring MORE than what was intended. The state test is poorly designed, not research-based, and does not measure reading. The fact that the state has NO cut score until AFTER the students take the test this spring speaks volumes regarding the lack of research to support this test.

E03.B-C.3.1.2: Compare and contrast the most important points and key details presented in two texts on the same topic.

It is impossible to evaluate this on the basis of the sample provided.

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This is redundant; see 3.1.1.

Too complicated for children of average abilities!!!

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).

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Only proving that they can locate information, but not proving they understand the information.

The "information gained from illustrations..." is not cogent with the material presented in the text. Certainly not at a 3rd grade level.

The wording of the question is too abstract for a third grade child.

This is redundant and condescending.

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).

It is so similar to E03.A-V.4.1.1 as to be redundant. In determining what eligible content is truly necessary we would be wise to adopt a "less is more" philosophy. We should identify the "critical few" and focus on teaching, learning, and applying them well. Much of the eligible content that is listed as separate line items could be taught and learned as part of other, more overarching, eligible content items. Focusing on the critical few would also have a positive impact on the ability of the state to provide adequate funding for what it expects the students to learn.

It's a repeat of an exact standard written above.

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Question Part A is okay for Grade 3 but Part B is probably too tough for Grade 3 level. Part B question could be for Grade 4.

Redundant (scroll up and look!).

These skills need to be explicitly taught in order for students to demonstrate this skill.

Too similar to E03.A-V.4.1.2

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).

It is so similar to E03.A-V.4.1.2 as to be redundant. In determining what eligible content is truly necessary we would be wise to adopt a "less is more" philosophy. We should identify the "critical few" and focus on teaching, learning, and applying them well. Much of the eligible content that is listed as separate line items could be taught and learned as part of other, more overarching, eligible content items. Focusing on the critical few would also have a positive impact on the ability of the state to provide adequate funding for what it expects the students to learn.

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Provide all the eco-sensitive crap to discover the definition of "rounded up"?

Shades of meaning for words varies from community to community. The answers to this type of questioning is too opinionated.

It's a repeat of an exact standard from above.

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.

Children at this YOUNG age should not be expected to execute such high level reasoning skills. What is the rush to turn children into adults? Children should learn at their given pace without added pressure from state and federal government standards developed by adults who are obviously concerned with nothing more than "keeping up

with the Jones'" so to speak. This question is something appropriate for a teen/young adult learner with the appropriate reasoning skills to answer such high level cognitive functions!!

Third graders should not be tested on opinion writing. If they need to be tested on writing then it should only be narrative writing. Their writing skills are not developed enough yet to be tested on this.

3rd grade is not high school. too much is required of the student and standard is too high for grade level

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

see above about opinion writing

descriptors This is a distraction on a test! When and where in life would children see this again? It is not what "real life" is about not in high school daily classes or colleges or workplace!

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

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Effective writing does not have to use linking words and phrases. In fact, use of these often makes writing stilted. (One exception to this would be to describes the steps of something.)

Opinions can be stated without linking words and phrases.

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

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all

Elementary students have difficulty with writing well crafted concluding statements or sections. I can teach them to write poor conclusions, like, "That's why it is important to wear seat belts." I would rather teach more authentic ways to end writing.

Multiple choice assessments are a false measure of reading ability. Ther is research on

assessment validity and the test measuring MORE than what was intended. The state test is poorly designed, not research-based, and does not measure reading. The fact that the state has NO cut score until AFTER the students take the test this spring speaks volumes regarding the lack of research to support this test.

E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer's purpose.

3rd graders should only be tested on Narrative writing.

It is confusing at best.

It is so similar to E03.C.1.1.1 as to be redundant. In determining what eligible content is truly necessary we would be wise to adopt a "less is more" philosophy. We should identify the "critical few" and focus on teaching, learning, and applying them well. Much of the eligible content that is listed as separate line items could be taught and learned as part of other, more overarching, eligible content items. Focusing on the critical few would also have a positive impact on the ability of the state to provide adequate funding for what it expects the students to learn.

Too similar to E03.C.1.1.1

E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.

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E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

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Ideas can be connected to a category without linking words and phrases.

Using linking words to connect ideas is not a necessary skill at this age level. I believe it should be part of the opinion writing, but not the informational writing. Informational writing is a series of facts and will still have the same factual information without linking verbs.

E03.C.1.2.4: Provide a concluding statement or section.

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Again, Elementary students have difficulty with writing well crafted concluding statements or sections. I can teach them to write poor conclusions, like, "That's why it is important to wear seat belts." I would rather teach more authentic ways to end writing.

Its repeated.

Repeat of E03.C.1.1.4

See E03.C.1.1.4. They are identical.

This writing prompt is heavily dependent on a child having had a specific experience. When children have to write to these 'fake' prompts without any true experience, they write a "story" (i.e. narrative fiction). That is not assessing any standard.

Too similar to E03.C.1.1.4

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.

Delete the need to support the writer's purpose. Children should be expected to understand the basic idea/main idea of a story, not interpret the author's purpose. That skill will develop naturally as the child enters the teen and young adult years where higher level executive functioning and rationalization develops. Can we concentrate on teaching the understanding of concrete ideas and allow the children to develop at a normal pace, and quit pushing them to become miniature adults???

descriptors remove them. it is a distraction

The score point 4 description is way over what 9 year olds are capable of!

Too wordy...confusing

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.

same as above

Students at this age do not need to understand some of the relationships that are being described in their reading material. Some reading material is for a more mature age group

I strongly believe that third graders should not be tested in writing. If they must be tested, then the rubric should change. Most of what is on score description is inappropriate for third graders. They are just developing into proficient writers, and have difficulty concentrating on multiple parts of their writing at one time.

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

Combined with E03.C.1.1.1; organizational structure and temporal words. Seem similar.

Third grade is one of the foundational years of writing. It is more important that students have thoughts and phrases in even order, than to have temporal words indicating the order. At this stage they should be focusing on clear, concise language and thoughts through their writing.

E03.C.1.3.4: Provide a sense of closure.

Combine with E03.C.1.2.4

descriptors remove them

Repeat of E03.C.1.1.4 again

This doesn't seem age appropriate as written.

This is silly for third graders.

This is too vague - elaborate with measurable terms or eliminate altogether.

This is vague. Get to the point.

This statement is illogical in the context of English Language Arts - especially for a third grader.

To broad

Too similar to E03.C.1.1.4

What does that even mean? Isn't it the same as writing a conclusion or ending sentence.

E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

It is important to communicate well. One does not need to name, describe and know the function of the parts of speech to do so.

Multiple choice assessments are a false measure of reading ability. There is research on assessment validity and the test measuring MORE than what was intended. The state test is poorly designed, not research-based, and does not measure reading. The fact that the state has NO cut score until AFTER the students take the test this spring speaks volumes regarding the lack of research to support this test.

E03.D.1.1.2: Form and use regular and irregular plural nouns.

Including the adverb "really" as one of the answers is misleading the student into thinking it was the adjective.

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See prior reason above.

This level of complexity is not necessary to demonstrate understanding.

E03.D.1.1.3: Use abstract nouns (e.g., childhood).

I do not believe we need to assess a student's ability to use abstract nouns in a multiple choice format. Vocabulary is part of the CR rubric

It seems that to teach this at the 3rd grade level is not appropriate. 1. Pointing and naming are not redundant: Children use gesture to modify nouns before they modify nouns in speech. Authors: Cartmill, Erica A., Department of Psychology, University of Chicago, IL, US, cartmill@ucla.edu Hunsicker, Dea, Department of Psychology, University of Chicago, IL, US Goldin-Meadow, Susan, Department of Psychology, University of Chicago, IL, US

Address: Cartmill, Erica A., Department of Anthropology, University of California-Los Angeles, 341 Haines Hall, Box 951553, Los Angeles, CA, US, 90095-1553, cartmill@ucla.edu Source: Developmental Psychology, Vol 50(6), Jun, 2014. pp. 1660-1666 2. CYNTHIA WHISSELL (1998) ARE PHONEMES MASTERED EARLY MORE LIKELY TO BE USED IN HIGHLY IMAGED AS OPPOSED TO ABSTRACT NOUNS? A TEST OF PREDICTIONS BASED ON JAKOBSON'S THEORY. Perceptual and Motor Skills: Volume 87, Issue , pp. 1208-1210.

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Not relevant

See prior reason above.

subjective answer!

The reader is not using abstract nouns; they are just filling in a blank with a word that makes sense.

This is beyond the understanding of an emergent writer at the age of third grade.

abstract concepts are very difficult for 3rd grade. Should not be on the test

3rd graders do not have abstract reasoning yet.

E03.D.1.1.4: Form and use regular and irregular verbs.

Children with language-based reading difficulties are not able to differentiate at this level.

See prior reason above.

Trying to trick the student AGAIN.

Unimportant and does nothing for critical thinking

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E03.D.1.1.5: Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).

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See prior reason above.

E03.D.1.1.6: Ensure subject-verb and pronoun-antecedent agreement.

Developmentally inappropriate for 8-9 year olds.

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See prior reason above.

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.

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volumes regarding the lack of research to support this test.

See prior reason above.

This level of skill is beyond an emergent writer.

E03.D.1.1.8: Use coordinating and subordinating conjunctions.

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See prior reason above.

This is a fourth grade skill.

To a normal 3rd grader who likes to play out in the rain, the "correct" answer would be not be selected.

Too difficult for 3rd graders

E03.D.1.1.9: Produce simple, compound, and complex sentences.

A, C, and D all seem like reasonable answers.

more than one acceptable answer

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Once again, answers B and D are far too ambiguous and misleading for a 3rd grade student to accurately assess!

See prior reason above.

Third grade students are generally not able to explain simple, compound, and complex

sentences. They are beginning to add that variety into their writing independently, but I feel that it is not age appropriate for them to have to identify complex sentences. They are not aware of dependent and independent clauses. That is something that was once taught in 6th grade and higher, not in third grade.

Too difficult for 3rd graders.

E03.D.1.2.1: Capitalize appropriate words in titles.

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E03.D.1.2.2: Use commas in addresses.

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See prior reason above.

Students are still learning these skills. Many have never been out of their own little hamlet, and now you want them to decipher totally unfamiliar names and decide which is the street, city, state, and/or country. It is just not applicable at all to their 8 years of age.

There are seldom occasions when one must write an address in this form. This is an inappropriate skill.

E03.D.1.2.3: Use commas and quotation marks in dialogue.

Difficult and inappropriate for 3rd graders

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volumes regarding the lack of research to support this test.

E03.D.1.2.4: Form and use possessives.

Explain more with this statement. It is too vague.

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E03.D.1.2.5: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Testing accuracy of spelling does not demonstrate understanding of subject material.

Unimportant skill

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.

Appropriate use is important to communicate effectively--however, they do not need to identify and know all parts of speech, etc. Focus on writing process in early grades and test it in upper middle school.

Basic spelling rules apply in certain situations. The previous rule covers it adequately.

It feels unnecessary to include as eligible content.

Multiple choice questions are not the best way to evaluate this skill.

Question does not match eligible content at all.

Students aren't writing words. They are choosing a correct word that belongs in the blank.

This assesses vocabulary and word meaning, not spelling patterns and generalizations.

this is a vocabulary task

This is not a question about spelling patterns.

This question does not assess the topic as stated.

Too difficult for 3rd graders

Too vague of a statement.

You are asking a 8 year old child to develop a vocabulary that is beyond their means by following a sometimes elusive spelling pattern. It is much above grade level.

Multiple choice assessments are a false measure of reading ability. There is research on assessment validity and the test measuring MORE than what was intended. The state test is poorly designed, not research-based, and does not measure reading. The fact that the state has NO cut score until AFTER the students take the test this spring speaks volumes regarding the lack of research to support this test.

E03.D.2.1.1: Choose words and phrases for effect.

Both "sounds" and "guitar solo" could easily be the most specific, based on a subjective view. TOO AMBIGUOUS FOR 3RD GRADE!

I do not feel that it is necessary to have this statement in the Eligible Content due to the number of statements present at this time.

Multiple choice assessments are a false measure of reading ability. There is research on assessment validity and the test measuring MORE than what was intended. The state test is poorly designed, not research-based, and does not measure reading. The fact that the state has NO cut score until AFTER the students take the test this spring speaks volumes regarding the lack of research to support this test.

Once again the vocabulary needs to be applicable to third grade. Many third graders may not be able to decode the word specific, or know what it means.

There is not enough detail with this. Explain more with the statement. This is 3rd grade.

This is not real world application

This is vague and pointless: What the ---- are you trying to say?

This question is much too difficult and developmentally inappropriate for third grade.

This question is very vague. As an adult, I'm not even sure what they mean by "the most specific."

Too hard for 3rd graders.

Suggested Eligible Content

Testing additional information.

these are excellent.

Here

I am a parent, teacher, administrator, and work in higher Ed. This is a poorly designed survey that would not allow me to enter all these roles. It would help in your understanding of my responses. I will not have my own children waste their time on tests that do not measure accurate performance, since it is clear PDE does not design their surveys and assessments in alignment with best practice. Now, you have wasted more taxpayer money with this survey. Shame on you from taking away from children to "prove" your assessment credibility.

Emotional intelligence, emotional management, and cultural sensitivity need to be included in the curriculum at every grade level. Teachers, especially Kindergarten to grade five, need to have some special education knowledge. Some topics that need to be covered are: what is typical development, how to talk to the child and parents if the child is believed to be special needs, and if the teacher feels a child is special needs, who does the teacher to talk to about their concerns.

Just align ALL the content so it's on a par with the various foreign students who are academically much further ahead than American kids. Also, start a second language (make this mandatory!) for everyone - the earlier the better.

Not one example showed when I clicked on the example tab??!! And now you expect the public to know what you are talking about??? Shame

Students diagnosed with disabilities have a vast array of needs. This standardized test does not assess fully what children below this level know nor would some of them be able to complete this test. It should have another version with easier words, phrases, and stories to choose from as well as a shortened version, larger print, less distraction in print, choosing answers right from the page without transferring answers. I could go on and on...

I do like the statement made in the "pure" common core state standards that are not included in the Pa Common Core stating explicitly, "By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently." I believe this is much more detailed than what PA has stated.

I don't believe there should be additional material. In contrast, I believe there should be less material in a simplified manner. One of the main problems we have had in education over the last twenty years is the constant addition of content and standards. It looks like we are doing something different and presumably "better" by revising content and introducing concepts at younger and younger ages. Whereas this may look like progress on paper to some, the reality is that the experience of our students is something very different. We not only need to define content, but more importantly need to look at how that content is being delivered to our students. This needs to be simplified for teachers, not constantly expanded. Secondly, we need to be mindful that not all content taught in schools should be tested. Nor, can it be validly tested. These tests cover too much content and too many specifics to be valid assessments of student learning. Moreover, the examples of test questions given here are not assessments of basic levels of reading and writing skills. They are looking for "higher order" thinking that is evidenced in some children, and should ultimately be what we hope for for every child. However, these should not be established standards that we hold up to all children to define whether they are successful or not. What we need to measure progress are good, sound, well-established assessments that can be sensibly administered and interpreted without subjecting our children to the intense pressure that they experience to perform at some levels that have been arbitrarily defined over the years by various panels of people.

kids can't write a coherent sentence they should be taught writing as part of language

arts

This question is too difficult for a 3rd grade level.

add a new requirement for minimum minutes of reading, and tell schools to eliminate the antiquated accelerated reader program, and just have parents and teachers sign a form for reading minutes. secure many corporate donations to fund prizes at all levels for tangible healthy rewards for the students meeting or exceeding reading minutes. students need to read more and accelerated reader limits the amount they read. for high schoolers, establish a non specific college scholarship that will increase in value as they read more.

Concerns on the sample questions: Words of Confetti is too challenging for 3rd grade students. The visual can throw students off with the second sample question. Question 3: Answers do not pertain events but explanations. Overall standards look good; the questions and options of answers could use some polish.

E03.A-K.1.1.1 : I feel that the poem is above grade level. E03.A-C.2.1.1 : The question is very misleading. Choice A would be logical especially with the visual placed at the top and the word confetti in the title. E03.A-C.3.1.1 : poorly worded question which does not fit the answers available. E03.A-K.1.1.3 : The multiple choice question cannot demonstrate that a student can "explain" which is in the eligible content.

We need more samples of the open ended questions.

Teachers need more support with PA Core. They may know and understand the Eligible Content, but having the materials and understanding what the assessment is going to look like is a challenge. Please provide as many materials for sample items as possible. Also, house them in one place. Currently there are samples at the PDE site as well as the SAS site. This should be an easier process for teachers.

This is not additional material, but an additional comment. I believe that many of the new standards are appropriate, but the reading level of the passages that go along with the new standards and tests is far too advanced. I do not believe these passages are at a third grade reading level. They frustrate and overwhelm third grade readers at all levels.

I think there should be a link for resources on each eligible content for teachers, students and parents. Also, I feel that there should be a study on what grade level the

content should be introduced.

Both of my children have learning disabilities in reading, writing and comprehension. My suggestion would be, when children have special needs, their test should be given differently. They may need the information read to them. Their answers may need to be verbal answers, not written answers. They are given help on a regular basis and during these tests, no help is allowed. This should be considered before giving all the children the tests the same way and expecting great results. My children are in 3rd and 5th grade. Thank you for allowing me to give feedback.

I believe that there should be alternate content or assessment for Learning Disability, Other Health Impaired, higher functioning Autistic and Intellectual disability not taking the PASA but required to take the PSSA. I have third grade L.D. and O.H.I. students who are reading at a 1st or a low 2nd grade level. I think that subjecting these students who already struggle and try the best of their ability is an injustice to them. They come away from the test feeling inferior, incompatible, and highly frustrated.

The wording is not appropriate for third graders!! Come down to their level, so they can understand what is being asked of them!! I don't know your motivations, but you are messing up education, not helping it!! Get out of your Ivory Tower & see what really goes on in schools. You will be impressed by some & dismayed by others!! Use teachers who are teaching that level to write the tests!!!!

Material should be geared to opening minds, not limiting them

I believe more emphasis needs to be placed on getting the children to actually read. All these take it for granted the child is reading in first grade on a third grade level. Does the child just automatically know how to read or do they need to be taught? I think the designers/politicians forgot this crucial step in the process, that all children learn to read at different times and that they are only a few years old. All these questions are no good if a child can't read them. Please step back and really think about the goal of school. I hope it would be to educate our children while at the same time instill in them a love for learning. I believe this will cause the opposite in our students, they will dislike learning because it is too hard and no fun at all. All work and no play-literally, it's really very sad.

Grade 1 & Grade 2 Foundational Skills Standards are not adequate for students to reach 3rd grade level ELA competency in PA Core Standards. (See:

<http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=53e90bb60c1c44f8218b456b>). This type of initiative is also happening in other states (See: <http://www.slideshare.net/mobile/peavlerj/may-7-20832792> and <http://www.marooneyfoundation.org/library/documents/pl-docs/training-manual-20130711.pdf>)

Questions throughout should be at a higher grade level

Third grade is when students really focus on comprehension and digging deeper into reading. Although it is important to be able to recall events or answer literal questions, some content could be focused more on making inferences.

1. It is absolutely critical that Social and Emotional Standards be incorporated into the PA Academic Standards. See <http://www.casel.org/social-and-emotional-learning/core-competencies/> Also see meta analysis/research at : <http://www.mentalhealthexcellence.org/wp-content/uploads/2013/10/SEL-MetaAnalysis.pdf> If you need further research, evidence, or would like to hear my personal experiences as an elementary teacher, you can contact me at 570 650 1552. Other comments: 1. Footnotes are not in the curriculum, so when students see them on a test, they do not understand what this means. It is also not in the instruction booklet for PSSA tests. This format is confusing to third graders. 2. In reference to question V412: While I am supportive of figurative language, I believe that nuances and shades of meaning are beyond the third grade level. Students cognitively are still very concrete and literal. Abstract thinking just starts at that age and is certainly NOT something that should be a high stakes tested skill.

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