

Start Date

10/01/14

End Date

01/25/15

Grade

5th 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

E05.A-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

It is too wordy and confusing to understand. Needs to be more direct. (It is not developmentally appropriate for this age group.)

Quote accurately from a text when explaining what the text says explicitly. Quote accurately from a text when drawing inferences Quote accurately from a text when making generaliations (These skills are different and should be each assessed seperately. The example question interpreting the idiom doesn't seem to assess this standard at all.)

Take out the word explicitly and break question into specific parts. (This question is not developmentally appropriate for a 5th grade student.)

E05.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic should be separate from summarizing a text.

Determine the theme of the a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. Summarize the text. (this should be a separate statement.)

Summarizing is a separate skill from determining theme and should not be lumped with it.

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

Describe how a narrator's or speaker's point of view influences how events are described. Describe an author's purpose and explain how it is conveyed in the text.

Identify the narrator/speaker of the passage. (How would this story/passage change if there was a different narrator/speaker?)

It's too much to do at one time. Students need to first understand what each of these terms mean and how they are used individually in a story. The word conveyed is confusing for students. Students should be able to identify author's purpose and point of view.

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

Compare and contrast stories in the same genre. (There are too many tasks for students this age.)

Compare storie in the same genre on their presentation of similar themes and/ or topics. (Contrast stories in the same genre on their presentation of similar themes Nad/or topics.)

E05.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Determine the meaning of unknown words using clues provided by context and/or affixes and roots.

E05.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Again, too much at one time. Figurative language is fine, but not mixed with idioms, adages, and proverbs. Adages and proverbs can be something that comes later. The concepts are too similar (adages/proverbs) and not very applicable to 5th grade and children who are 10/11 years old.

Interpret figurative language in context, including similes, metaphors, and personification. Recognize and explain the meaning of common idioms, adages and proverbs.

No

E05.B-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

The eligible content statement itself is fine for me as a teacher, but the sample question is where I see the issue. Most 5th grade students do not understand what a "business endeavor" is, so they don't understand the question.

E05.B-K.1.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

Should not be a two-part question (Two part questions should be in a higher grade level)

E05.B-C.2.1.1: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Use shorter passages and change to only to at MOST! (The three readings is to much for this grade level. Students tend to lose concentration or thoughts after reading one section, let alone 3!)

E05.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms,

adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Stated my reasoning in the above standard that says the same thing.

E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.

use pertinent language and vocabulary from both supportive and opposing viewpoints to inform about the topic (a topic such as climate change may be erroneously explained by using only supporting unilateral viewpointsviewpoints.)

E05.D.1.1.1: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

When given questions on a test about these parts of speech, please do not ask them to differentiate between a conjunction and preposition. Be able to identify yes, but not decide between.

E05.E.1.1.5: Establish and maintain a formal style.

Tell what you want. 3 paragraphs, 4? Be specific?

Different Grade

E05.A-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

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E05.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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E05.A-K.1.1.3: Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).

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

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

dramas, or poems.

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E05.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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E05.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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E05.B-K.1.1.1: Quote accurately from a text when explaining what the

text says explicitly and when drawing inferences and/or making generalizations from the text.

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E05.B-K.1.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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E05.B-K.1.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

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E05.B-C.2.1.1: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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E05.B-C.2.1.2: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

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E05.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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E05.B-C.3.1.2: Integrate information from several texts on the same topic in order to demonstrate subject knowledge.

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E05.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

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E05.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

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E05.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

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E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.

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E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

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E05.C.1.1.4: Establish and maintain a formal style.

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E05.C.1.1.5: Provide a concluding section related to the opinion presented.

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E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.

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E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

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E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.

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E05.C.1.2.5: Establish and maintain a formal style.

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E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.

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E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

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E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.

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E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

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E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.

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E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.

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E05.D.1.1.1: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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E05.D.1.1.2: Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).

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E05.D.1.1.3: Use verb tense to convey various times, sequences, states, and conditions.

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E05.D.1.1.4: Recognize and correct inappropriate shifts in verb tense.

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E05.D.1.1.5: Use correlative conjunctions (e.g., either/or, neither/nor).

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E05.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.

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E05.D.1.2.2: Use a comma to separate an introductory element from the rest of the sentence.

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E05.D.1.2.3: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

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E05.D.1.2.4: Use underlining, quotation marks, or italics to indicate titles of works.

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E05.D.2.1.1: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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E05.D.2.1.2: Choose words and phrases to convey ideas precisely.

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E05.D.2.1.3: Choose punctuation for effect.

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E05.D.2.1.4: Choose words and phrases for effect.

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E05.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

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E05.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

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E05.E.1.1.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

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E05.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

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E05.E.1.1.5: Establish and maintain a formal style.

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E05.E.1.1.6: Provide a concluding section related to the analysis presented.

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Rewritten

E05.A-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

Poetry is too vague for the average child to interpret especially when it is sophisticated as this is. I didn't get the answer correct as a college grad and business owner. Does poetry have practical application in the work world???

Refer specifically to a text when explaining your understanding of what you just read.

(Focus on understanding instead of the elusive meaning.)

E05.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Tell how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (Theme is a distraction to reading and should be left for later analysis.)

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

Describe how a narrator's or speaker's point of view influences how events are described. (Leave out the second half of the statement to allow for greater focus.)

E05.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

The meaning of the latin root "luna" refers to the moon. The use of the word lunar in the poem tells the reader that: the rocks are moon rocks (There is an expectation that students in fifth grade will had memorized most greek and latin roots.)

E05.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms,

adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

more detail and adjectives should be provided if we are to guess the meaning of the writer

E05.B-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

Identify evidence that supports thinking when drawing inferences and/or making generalizations about the text (students are not "quoting")

E05.B-C.2.1.2: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

This idea needs to have questions that accurately support a text structure. The test questions I've come across make it extremely difficult to discern what text structure is being used. It needs to be more concrete and use clue words that students use and understand.

E05.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Answers B and D are too similar for 5th graders to make a distinction (Offering two answers that are so similar in developmentally inappropriate for 5th grade.)

this passage is way too long for a child to read for comprehension and then answer the questions.

E05.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

Sometimes a heading is just a heading. This needs to be rewritten or just eliminated.

E05.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

Surely you can express this more succinctly based on the sample question.

E05.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Again, based on the sample question, there has got to be a better way to state this. All of these sound like a corporate mission statement written by over priced consultants.

E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.

The problem is the rubric (The rubric is not specific enough. Should offer more details as to requirements of the response. The rubric is too broad, and does not communicate expectations in a way students will understand.)

E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

Just tell them to effectively link ideas. (So many of these questions sound like they were

written by the same people who write the tax code, with the goal of making it as incomprehensible as possible.)

E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.

Write an essay about an activity you might do on a rainy day. Use precise and descriptive language and correct grammar. (I didnt understand what was being asked until i read the question.)

E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.

Should not include dialogue unless the mechanics are not considered. (Rules for the mechanics of writing dialogue are not mastered by grade 5.)

E05.D.1.1.1: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

Based on the 5th graders class work, i dont see this being taught

E05.D.1.1.2: Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).

The correct answer depends on the rest of the sentence. That is not what you asked here.

Use consistent verb tenses throughout a writing passage. (Students do not need to be able to identify a tense as being perfect or progressive; they need to be able to use the tense consistently to avoid confusing the reader.)

E05.D.1.1.3: Use verb tense to convey various times, sequences, states, and conditions.

Too many things to evaluate at one time. Only an English major could do this. Not a 5th grader.

E05.D.2.1.1: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Too tricky.

E05.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Write an outline

E05.E.1.1.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

Do not use more than two texts (Developmentally inappropriate to ask fifth grade students to compare more than two texts)

Link ideas....obviously they will have to use words and phrases unless pictorial is an acceptable form of communication on tests.

E05.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

What is "domain-specific" vocabulary?

Should Be Deleted

E05.A-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

Children at this age cannot analyze character statements that are not given in the text.

subjective- unable to accurately measure

This is not at the 5th grade level and should be at the middle school level. Please note

for this and all other math and language arts content, there is too much emphasis on common core and PSSAs. The way to improve student's language arts and math skills is to let teacher's do their jobs and teach to develop the love of reading; love of writing; and problem solving skills. With the emphasis on math and language arts, teachers are not teaching other important subjects simply to prepare students, including my children, for PSSA exams.

E05.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

At fifth grade, many students cannot identify a theme or morale. In fact, most adults can't find the morale.

When a question is asked, "What do you think..." a student may have other thoughts than the "right" answer.

E05.A-K.1.1.3: Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).

This makes no sense

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

see comments above.

Too difficult for the age group.

As a long time educator, I do not believe that 5th graders are able to respond about the point of view of view and how it influences the text. When students see "point of view" they assume the correct answer has something to do with first, second, or third person. Identifying what person the story is being told from is appropriate for 5th graders.

E05.A-C.3.1.1: Compare and contrast stories in the same genre on

their approaches to similar themes and topics. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

Asking children to find how two texts are "most" alike is not a fair assessment technique.

This activity will not create better readers at this level. Save for High School.

What if the child never read those two stories? No content

E05.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

The list of Greek/Latin roots should be smaller for 5th grade students.

the students in public school system in pa at this grade level are not learning Latin and may not be able to adequately identify the roots. they shouldn't receive a penalty because the school system failed to teach a necessary language at an appropriate grade level

There are too many root words for the students to memorize the meaning of

E05.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Many idioms used in literature are falling out of use, and if the student has had no experience with it, they won't know it. Simile, metaphor, personification (literary devices) should remain in the content.

E05.B-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

This statement is already present in E05.A-K.1.1.1

E05.B-K.1.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Students struggle with identifying one main idea; let alone two and tying the two ideas together.

We teach kids to choose ONE main idea....this is ridiculous to make them figure out MORE than one. Does anyone in this process actually know what it's like to work with children on a daily basis? Has anyone ever taught children? Do you know the stress that kids are under already?

E05.B-K.1.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

Way too long for a 5th grader to absorb

E05.B-C.2.1.1: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

What are you doing to our children....

E05.B-C.3.1.2: Integrate information from several texts on the same topic in order to demonstrate subject knowledge.

while I believe this to be a very important and necessary skill, I do not think it appropriate for PSSA testing given the time restraints. This is a skill best demonstrated in the classroom or a long term project (with research required)

E05.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

These questions prove difficult for students with limited background knowledge.

E05.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

Requires demanding study of latin and greek roots. If the state wants that much attention paid to it then then need to eliminate other standards.

The prefix trans was not found anywhere in the text

There are too many root words for students to memorize the meaning of.

These are 10 year olds not adults. What is the importance of making them know the origin of words and parts? We teach them to use a dictionary and thesaurus, but they are not allowed to use them on the test. How STUPID is that?

Unless sufficient time is spent in the classroom learning Latin & Greek roots, then it is not appropriate to include this type of question on the PSSAs.

E05.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular

words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Even adults don't understand figurative language!

E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

I believe that students should not be expected to produce their best writing in one sitting. Good writing takes more time. Expecting students to go through the entire writing process in one setting is not practical.

E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

This would be a wonderful long term project, but is not appropriate for the time restrictive PSSA exam.

E05.C.1.1.4: Establish and maintain a formal style.

It is unclear in the question wording that a "formal style" is expected, so you are scoring students on something that they were not informed they needed to include. Moreover who determines what is meant by "formal style" with regard to writing an essay or other writing specimen? Styles can vary widely and effectiveness in communication seems to be independent of particular style, so it would be a mistake to expect elements of a particular style, which means an judgment of style will need to be extremely flexible and thus seems likely to be quite subjective. I shouldn't like to see students with strong communication skills but unconventional style losing points because the person grading them is overly rigid in grading.

The given question is too vague and lacks specific details. The students would have a difficult time providing enough details and information to receive a 4 according to the rubric.

The restrictive nature of this test makes this a nearly impossible feat. Research, notes and time are necessary to gain a "4" in a question of this nature.

E05.C.1.1.5: Provide a concluding section related to the opinion

presented.

Not appropriate for a time restricted test as this statement relates to the previous two.

This statement proves difficult because they do not have enough background information about the benefits of going to space as an educational experiences. The majority of students would respond with, "It would be cool or fun."

E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.

I believe that students should not be expected to produce their best writing in one sitting. Good writing takes more time. Expecting students to go through the entire writing process in one setting is not practical.

E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

I believe that students should not be expected to produce their best writing in one sitting. Good writing takes more time. Expecting students to go through the entire writing process in one setting is not practical.

E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.

Depending on the demographics of the school district, students may not have the background knowledge to specifically explain the topic with precise language required to get a 4.

Statement is appropriate as long as E05.C.1.2.2 is deleted. Direct quotes and supporting material are not appropriate to the time allowed. This statement is of value only as an expository piece.

E05.C.1.2.5: Establish and maintain a formal style.

It is unclear in the question wording that a "formal style" is expected, so you are scoring students on something that they were not informed they needed to include. Moreover

who determines what is meant by "formal style" with regard to writing an essay or other writing specimen? Styles can vary widely and effectiveness in communication seems to be independent of particular style, so it would be a mistake to expect elements of a particular style, which means an judgment of style will need to be extremely flexible and thus seems likely to be quite subjective. I shouldn't like to see students with strong communication skills but unconventional style losing points because the person grading them is overly rigid in grading.

E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

According to the new common core material and PSSA review, the students are not held responsible for a beginning, middle, and end, but are only needed to be able to effectively write a written response using details from the text. They are not held to a specific paragraph number only to however much is needed to answer the questions.

I believe that students should not be expected to produce their best writing in one sitting. Good writing takes more time. Expecting students to go through the entire writing process in one setting is not practical.

E05.D.1.1.1: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

Differentiating between a preposition and a conjunction is non-essential for an elementary student. This is not significant for student writing.

E05.D.1.1.4: Recognize and correct inappropriate shifts in verb tense.

These question prove confusing to students, commonly setting them up for failure.

Way too hard and subtle for this age group.

E05.D.1.1.5: Use correlative conjunctions (e.g., either/or, neither/nor).

Old fashioned words for 5th graders to understand.

E05.D.1.2.2: Use a comma to separate an introductory element from the rest of the sentence.

Too tricky. Be more straightforward and show different places the comma can be and choose from those.

E05.D.1.2.5: Spell grade-appropriate words correctly.

If learning disabled students are required to take these tests, reasonable accommodations must be made for those with spelling issues.

There are numerous discrepancies between spelling programs within the various school districts.

E05.D.2.1.2: Choose words and phrases to convey ideas precisely.

The directions are unclear and subjective

E05.D.2.1.4: Choose words and phrases for effect.

It is subjective

Too subjective

E05.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

5th grade should use and compare no more than two texts.

I believe that students should not be expected to produce their best writing in one sitting. Good writing takes more time. Expecting students to go through the entire writing process in one setting is not practical.

Not appropriate for a time restrictive test session, unless it is a special test given at a different time from general reading/language arts test

E05.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

5th grade should not be required to use more than two texts

Not appropriate for a time restrictive test session, unless it is a special test given at a

different time from general reading/language arts test

E05.E.1.1.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

Not appropriate for a time restrictive test session, unless it is a special test given at a different time from general reading/language arts test

E05.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

Not appropriate for a time restrictive test session, unless it is a special test given at a different time from general reading/language arts test

Too difficult for an on demand test for this age group.

E05.E.1.1.5: Establish and maintain a formal style.

As an expected competency yes, but on a written standardized test that is given over one week. NO!

It is unclear in the question wording that a "formal style" is expected, so you are scoring students on something that they were not informed they needed to include. Moreover who determines what is meant by "formal style" with regard to writing an essay or other writing specimen? Styles can vary widely and effectiveness in communication seems to be independent of particular style, so it would be a mistake to expect elements of a particular style, which means an judgment of style will need to be extremely flexible and thus seems likely to be quite subjective. I shouldn't like to see students with strong communication skills but unconventional style losing points because the person grading them is overly rigid in grading.

Not appropriate for a time restrictive test session, unless it is a special test given at a different time from general reading/language arts test

E05.E.1.1.6: Provide a concluding section related to the analysis presented.

Not appropriate for a time restrictive test session, unless it is a special test given at a different time from general reading/language arts test

Too difficult a task for an on demand test. Analysis is a very difficult skill for 5th graders without discussion and scaffolded support.

Suggested Eligible Content

Where are the passages that go with some of the questions?

See my first feedback!!!! Also, too many grades are tested! Achievement tests should be given each year towards the end of the year that is only for the school, so they can gauge how they are doing! That's more important than the STUPID NO CHILD LEFT BEHIND law!! I am a school nurse who worked in a IU classroom caring for severe & profound multiply handicapped students! I also helped with the educational component! Testing these students is DEMEANING!! Hey LOOK at THE RETARDED kid is what is accomplished. It's terrible to test them on things they know nothing about! Whoever made their tests have no clue what these children CAN DO!! GET REAL!! Quit wasting time & money on unnecessary tests & let teachers DO their jobs!!

What kind of chapter books they are reading should be included

Based on the work my current 5th grader is doing, there is a lot of grammar on this test that i am not seeing being taught.

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Reporting (/Admin)



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