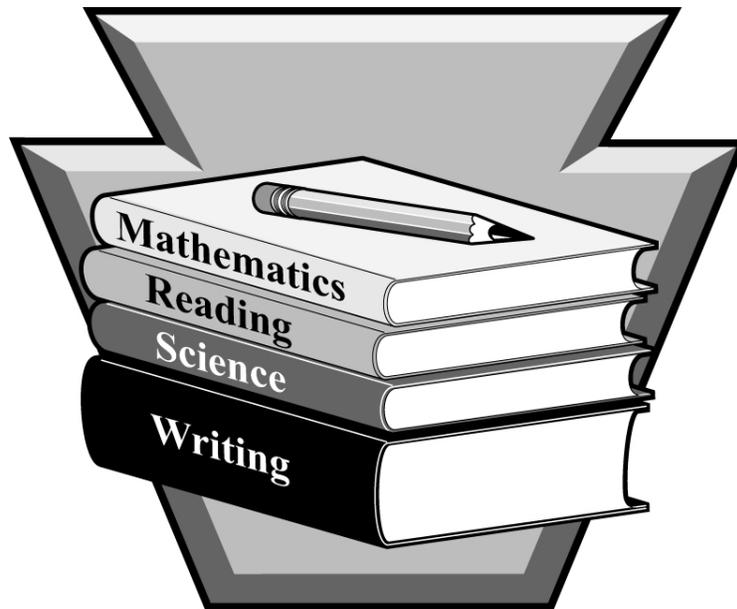


# The Pennsylvania System of School Assessment



*Grade 11 – PSSA*

*Writing*

*Directions for Administration Manual*

**Pennsylvania Department of Education**

April–May 2010



# TABLE OF CONTENTS

## I. PROCEDURES FOR THE 2010 WRITING ASSESSMENT

IMPORTANT INFORMATION FOR ADMINISTERING THE ASSESSMENT .....	1
MAINTAIN ASSESSMENT SECURITY .....	1
FOLLOW THE ASSESSMENT SCHEDULE SET BY YOUR SCHOOL ASSESSMENT COORDINATOR .....	1
ADVANCE CONSIDERATIONS FOR TEST ADMINISTRATION .....	2
PREPARE THE STUDENTS FOR THE ASSESSMENT .....	3
PREPARE THE CLASSROOM PRIOR TO THE ASSESSMENT .....	4
REQUIRED ASSESSMENT MATERIALS .....	4
INVENTORY THE ASSESSMENT MATERIALS .....	5
MANAGING DAMAGED WRITING BOOKLETS .....	5
WRITING PROMPT SECURITY SEALS .....	5

## II. ASSESSMENT TIMING

GENERAL ORGANIZATION OF THE ASSESSMENT .....	6
EXTENDED TESTING TIME .....	6

## III. DIRECTIONS FOR ADMINISTERING THE ASSESSMENT

TEST ADMINISTRATION REMINDERS .....	8
GETTING STARTED .....	9
DIRECTIONS FOR BARCODE [PRECODE] LABELS .....	9
ADMINISTERING SECTION 1 .....	11
ADMINISTERING SECTION 2 .....	14
ADMINISTERING SECTION 3 .....	17
ADMINISTERING SECTION 4 .....	20

## IV. AFTER TEST ADMINISTRATION

CHECK DOCUMENTS FOR ACCURACY .....	23
RETURN MATERIALS .....	23

## ***PART I: PROCEDURES FOR THE 2010 WRITING ASSESSMENT***

### **IMPORTANT INFORMATION FOR ADMINISTERING THE ASSESSMENT**

This manual must be used for the administration of the **Writing Assessment for students enrolled in grade 11**. It provides the assessment administrator with directions to ensure a standard assessment environment in schools across the Commonwealth of Pennsylvania. The administration of this assessment may differ from other tests you have given; therefore, **please become thoroughly familiar with this manual and procedures for administering the assessment before the primary testing window (April 19 through April 23, 2010) and/or the make-up testing window (which occurs from the time of completion of the primary administration until May 7, 2010).**

### **MAINTAIN ASSESSMENT SECURITY**

The Pennsylvania System of School Assessment (PSSA) is a measure of individual student achievement conducted by the Pennsylvania Department of Education (PDE). Any deviation from the assessment procedures outlined in this manual (including, but not limited to, group work, teacher coaching, pre-teaching or pre-release of the performance tasks or assessment items, use of old Pennsylvania assessments as preparation tools, etc.) is strictly prohibited and will be considered a violation of test security.<sup>1</sup> Any action by a professional employee or commissioned officer that is willfully designed to divulge test questions, falsify student scores, or compromise the integrity of the state assessment system will be subject to disciplinary action under sections 1259–1267 of the School Code (24 P.S. Sections 12-1259–12-1267).

The assessments must remain secure; *you should not have the assessment materials in your possession at any time **other than** during the actual administration of the assessments.* The principal or his/her designee (known as the school assessment coordinator) will make arrangements for you to receive the assessment booklets the day of the test just prior to the scheduled session and for the immediate return of materials after the session. **All materials** assigned to you, **including any scratch paper used** during the assessments, **must be counted and returned** to the school assessment coordinator immediately at the end of each assessment.

### **FOLLOW THE ASSESSMENT SCHEDULE SET BY YOUR SCHOOL ASSESSMENT COORDINATOR**

The assessments should be administered on the dates assigned by your school assessment coordinator. The assessments should be given in regular classroom settings if possible. Other settings may be used according to your needs and available facilities. Better test conditions optimize the chance for greater accuracy of the scores. However, test situations created to inflate assessment scores would be a violation of test security practices.

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<sup>1</sup> This prohibition excludes *PSSA Item and Scoring Samplers* available on PDE's website.

The assessment consists of **four sections**, which should be scheduled as separate assessment sessions. It is possible to combine two sections as a single testing session; however, you **must administer the sections in the sequence in which they are printed** in the writing booklet.

Your school assessment coordinator should discuss the schedule with you **at least one week prior** to the assessment dates. Be sure that you schedule enough time for distribution and collection of materials. Please note that some sections require more time than others.

## ADVANCE CONSIDERATIONS FOR TEST ADMINISTRATION

Before administering the assessment, follow the procedures listed below. This assessment includes procedures that students may not have encountered before.

- Your school assessment coordinator has received a *Handbook for Assessment Coordinators* that provides additional detailed information about the assessment. This handbook is available on PDE’s website, [www.education.state.pa.us](http://www.education.state.pa.us). [First click on “Programs” in the left navigation bar, select “Programs O-R,” select “Pennsylvania System of School Assessment (PSSA),” and finally click on “Test Administration.”]
- Read the entire *Directions for Administration Manual* (this document) in advance and become familiar with the procedures for administering the assessment. On the day of the administration, just prior to the assessment, your school assessment coordinator will allow you to review a writing booklet. If all directions in this *Directions for Administration Manual* and in the students’ writing booklets are carefully followed, these procedures should not present any difficulties.
  - Follow the directions of your school assessment coordinator for maintaining test security.
  - Become familiar with the testing schedule and the procedures for allowing extended testing time.
  - Plan sufficient time for distribution and collection of materials.
  - Plan to arrange student seating to prevent the sharing of answers.

**NOTE: If you suspect a test security violation, consult your school assessment coordinator.**

- Precode labels have been supplied for most students. However, if any student does NOT have a Student Precode Label, use a District/School Label and follow these directions:
  - **Prior** to the start of the assessment, fill in the student’s name in the boxes on page 1 (cover) of the writing booklet.
  - **After** the assessments have been administered, complete the applicable portions on page 2 of the booklet.
  - See your school assessment coordinator for further direction on barcode labels.
- Be aware of test accommodations (“Writing prompt(s) read aloud,” “Test administrator transcribed student responses,” “Student-requested extended time,” etc.) that are outlined in the “Accommodations Guidelines” at [www.education.state.pa.us](http://www.education.state.pa.us). [First click on “Programs” in the left navigation bar, select “Programs O-R,” select “Pennsylvania System of School Assessment (PSSA),” and finally click on “Testing Accommodations & Security.”]
- Any accommodations used by a student during the assessment must be recorded on page 3 of the writing booklet after the entire assessment has been administered.
  - Student responses that have been written using an alternate writing device (e.g., typewriter, word processor) or student responses recorded in a modified format (e.g., Braille, large-print writing booklet) must be transcribed into a scannable writing booklet using a No. 2 pencil. Responses must be transcribed by school personnel exactly as the student has recorded them. No corrections are allowed for spelling, punctuation, or grammar.
  - See your school assessment coordinator for further details on accommodations.

## PREPARE THE STUDENTS FOR THE ASSESSMENT

Inform students of the scheduled assessment sessions in advance, perhaps at the time the informational flyers (provided by your school assessment coordinator) are sent to parents or guardians. Explain to the students why they are taking the assessment and how the results will be used. Usually, students can sense the importance the assessment administrator places on the assessment, and their performance may be affected accordingly. Students should realize that doing their best is important to them as well as to the future of the school and its programs. They may also be informed that their parents or guardians and teachers will be receiving the results. However, no assessment situation should be unduly stressful for students.

The writing assessment includes embedded-error passages and multiple-choice questions that require students to select from four possible answers. All responses to test items are recorded in the writing booklet. There is not a separate answer booklet. Students will read each question and will record their answer in the space provided in their writing booklet. **Be aware that some passages and multiple-choice items vary across forms.**

In the writing assessment, three of the four sections require students to respond to a writing prompt. Each student will respond to three different prompts and will write on the topic indicated by the prompt in the writing booklet. They are to write in response **ONLY** to the prompt provided; no substitute prompts are permitted. **Be aware that some prompts vary across forms.**

Students are permitted to:	Students are <b>NOT</b> permitted to:
<ul style="list-style-type: none"> <li>• Use sharpened No. 2 pencils with erasers</li> <li>• Use scratch paper (and may use it to create their own graphic organizers during testing)</li> <li>• Highlight, underline, and make notes or comments in the booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Use ink pens</li> <li>• Use preprinted graphic organizers</li> <li>• Use personal data assistants (PDAs), dictionaries, cell phones, thesauri, and spell- or grammar-checkers when responding to any sections of the assessment</li> </ul>

### **PREPARE THE CLASSROOM PRIOR TO THE ASSESSMENT**

Good organization of assessment materials and well-executed procedures will make the administration proceed smoothly.

A quiet, calm atmosphere is essential for concentration on the task. Keep disturbances to a minimum during the assessment sessions. One way to do this is to put a sign on the door(s) to the classroom to indicate that an assessment is taking place. Also, do not permit students to sharpen pencils during the assessment sessions. Each student should have at least two sharpened No. 2 pencils with good erasers and some scratch paper for sections 2, 3, and 4. Extra pencils should be available to the students.

Remove or cover all classroom instructional materials that may affect the validity of the Pennsylvania System of School Assessment; only original copies of the *PSSA Informational, Persuasive, and Conventions Scoring Guidelines* and the *Pennsylvania Writing Assessment Domain Scoring Guide* may be displayed in the PSSA testing room. NOTE: Each grade 11 student writing book contains copies of the *PSSA Informational, Persuasive, and Conventions Scoring Guidelines* for personal use by the student.

### **REQUIRED ASSESSMENT MATERIALS**

The school assessment coordinator should provide you with the appropriate materials on each administration day. After each administration, return materials to the school assessment coordinator for secure overnight storage. Note that every writing booklet has a unique security ID number and barcode printed on the back cover. These security ID numbers are used to track the distribution and collection of secure materials. **All** secure materials assigned to a school must be accounted for and returned to Data Recognition Corporation (DRC).

## INVENTORY THE ASSESSMENT MATERIALS

### For the person administering each assessment

- One *Directions for Administration Manual* (this document)
- “**Testing—Do Not Disturb**” sign(s) to hang on the door(s)
- One student writing booklet to use for demonstration purposes

### For each student being tested

- Scratch paper for sections 2, 3, and 4
- Two sharpened No. 2 pencils with good erasers
- One writing booklet with Student Precode Label or District/School Barcode Label

## MANAGING DAMAGED WRITING BOOKLETS

If a student receives a booklet with damaged or missing pages, please replace the booklet with a booklet of the same form designation and allow the student to continue working. If the student has already begun one or more sections of the assessment, he or she should continue working in the new booklet at the point where the defect was discovered and use it for the remainder of the assessment. After the assessment has been completed, school personnel must transfer all of the student’s responses into the undamaged writing booklet. **Do not insert pages from one writing booklet into another.** Multiple documents for one student and loose pages will not be scored.

Write “DEFECTIVE” on the defective writing booklet. Apply a “Do Not Score” label on the defective writing booklet (in the designated area for a Student Precode or District/School Label) and return it with your unused writing booklets to the school assessment coordinator.

## WRITING PROMPT SECURITY SEALS

Students will be directed to respond to writing prompts printed in the writing booklet. Each prompt is part of the secure testing material and is covered by a removable security seal. The directions in this document will prompt you to instruct students to remove a security seal at specific times during the assessment. Students may remove a security seal only when directed by you, the test administrator. Once a seal has been removed, it cannot be used to reseal the prompt.

- **It is a violation of test security for *anyone* to remove a security seal *prior to the designated time during the test administration.***

Following administration of the prompt, you may dispose of the security seals locally. Do not return the security seals with the other testing materials.

## PART II: ASSESSMENT TIMING

### GENERAL ORGANIZATION OF THE ASSESSMENT

The grade 11 writing assessment consists of **four** separate sections. Times provided are approximate and are supplied for scheduling purposes only.

Section	Multiple-choice Items	Writing Prompts	Estimated Time Needed (in minutes)		
			Administrative Tasks	Actual Testing	Total Administration
1	20	—	15–20	45–55	60–75
2	—	1	15–20	55–65	70–85
3	—	1	15–20	55–65	70–85
4	—	1	15–20	55–65	70–85

### EXTENDED TESTING TIME

Not all students will finish the assessment sections at the same time; use the flexibility of the time limits to the students' advantage. Students should not feel rushed while they are taking any assessment section, and no student should be penalized because he or she works slowly. It is equally important, however, that a student not be given an opportunity to waste time. Students should close their booklets when they have finished the section of the assessment in which they have been working. Students who finish early may sit quietly or read for pleasure until all students have finished. Students with special requirements (i.e., physical, visual, auditory, or learning disabilities as defined by their IEP or service contracts) and students who just work slowly may require an extended assessment session. Special assessment situations should be arranged for these students. When all of your students have indicated that they have finished an assessment section, you may end the section and begin the next section or return to regular classroom activities.

Scheduled extended time can be provided, but this accommodation must be recorded on page 3 of the writing booklet. Students may request extended time if they indicate that they have not completed a section. Such requests should be granted if the test administrator finds the request to be educationally valid. Not permitting ample time for students to complete the assessment may impact the students' and schools' performances.

As a general guideline, however, when all students indicate that they have finished a section, that session should be closed. Students requiring time beyond the majority of the student population may be allowed to continue immediately following the regularly scheduled session in another setting. When such accommodations are made, school personnel must ensure that students are monitored at all times to prevent sharing of information. Students should not be permitted to continue a section of the assessment after a significant lapse of time from the original session. **Any student granted an extended assessment period must have this information gridded in his or her writing booklet on page 3.**

When allowing extended assessment sessions for a portion of the student population:

- **Do not** allow the students to attend a lunch period with other students if the lunch period occurs between the original session and the extended session.
- **Do not** allow the students to attend gym class, etc. between the original session and the extended session.
- **Do not** allow any overnight extensions.
- **Do not** allow the students to return to an unfinished section after indicating they have completed that section (e.g., an administrator returns a booklet to a student after finding the student did not fully complete a section).

**Do not allow the extended session to be administered without monitoring. It is the responsibility of a test administrator to monitor any extended sessions.**

## ***PART III: DIRECTIONS FOR ADMINISTERING ASSESSMENT***

### **TEST ADMINISTRATION REMINDERS**

It is important to use standardized testing procedures to maintain fairness for all students. Correctly following the instructions ensures that all students are tested under similar conditions in all classrooms.

During test administration:

- Be sure students understand where and how to mark their answers.
- Clarify directions for students having difficulty.
- Encourage students to keep trying.
- Help students approach the assessment in a positive manner.
- Be sure each student has the correct booklet.
- Follow the directions of your school assessment coordinator for maintaining test security.
- Be sure that all classroom instructional materials are removed or covered.

*Remember: You will need a copy of the writing booklet during the administration for demonstration purposes.*

**In some places in this manual, you will be prompted to “demonstrate” to students where specific administration information (such as instruction boxes, page numbers, question numbers, etc.) can be found in the writing booklet. To help students understand these references, hold up your copy of the writing booklet and point to the relevant information.**

In this manual, **indented text in bold type** is to be read aloud to students exactly as written. All other text is information for the assessment administrator.

When you are ready, begin with the section titled “Getting Started,” found on the next page of this manual.

## GETTING STARTED

Make sure that all students have two sharpened No. 2 pencils with good erasers. Distribute writing booklets with front covers facing up.

Say:

**Today we will begin the Pennsylvania state assessment in writing. Each of you should have a *Grade 11 Writing Booklet*. Do not open your booklet until I tell you to.**

## DIRECTIONS FOR BARCODE [PRECODE] LABELS

NOTE: If any barcode label has an error on it, please contact your school assessment coordinator.

Say and demonstrate:

**Look at the front cover of your booklet. In the lower, left-hand corner is a barcode label. Check to see if the barcode label has a colored stripe on it.**

**If the barcode label DOES NOT have a colored stripe, do nothing more at this time.**

**If the barcode label DOES have a colored stripe, check to make sure that your full name is printed in the boxes at the top of the cover page.**

**If the barcode label DOES have a colored stripe and your name IS NOT printed in the boxes, you must print your name now. Print your last name in the boxes below the words "STUDENT'S LAST NAME." Start at the left and print one letter in each box. Print as many letters of your last name as will fit in the number of boxes provided.**

Pause while students print their last names. When all students are ready, say and demonstrate:

**Now that you have printed your last name, find the words "STUDENT'S FIRST NAME" and print each letter of your first name. You must print your full, legal name. Please do not print a nickname or a shortened first name. Print as many letters of your first name as will fit in the boxes provided.**

Pause while students fill in their first names. When all students are ready, say and demonstrate:

**Now that you have printed your first name, find the box below the letters "MI." Print the first letter of your middle name in this box.**

**Are there any questions?**

Answer any questions, then say and demonstrate to the entire class:

**If your name is printed in the boxes, whether it was printed for you or you have just printed it, you must now go back to the first letter of your last name. Find the circle below the box that has the same letter as the one printed in the box. Darken the circle for that letter. Complete the circles for each letter of your last name. Then, darken the circles for each letter of your first name and the first letter of your middle name.**

Walk around the room to check that students are filling in the circles correctly. Please note that students do not need to darken the blank circle beneath blank boxes unless a space is within a student's name (as in "Mary Lou") or if a student has no middle initial. When all students have completed this task, say:

**Are there any questions?**

Answer all questions. When all students are ready, go on to the section titled "Administering Section 1," found on the next page of this manual.

## ADMINISTERING SECTION 1

NOTE: These instructions separate the writing assessment into four distinct testing sections. The actual implementation of the testing sections is at the discretion of the individual school and administrator; however, *the sections must be completed in order*. If your school assessment coordinator directs you do to so, sections may be combined into one testing session.

*Make sure each student has two sharpened No. 2 pencils.* If you are administering Sections 1 and 2 in the same testing session, students should also be provided with a supply of scratch paper at this time.

Writing booklets should remain closed. Begin directions for Section 1 of the assessment by saying:

**We are ready to begin Section 1 of the writing assessment. You must use a No. 2 pencil for all parts of this assessment.**

**Section 1 of the writing assessment consists of five passages with errors, each followed by four multiple-choice questions.**

**Follow these directions for Section 1.**

- **First read each passage carefully.**
- **Then read each multiple-choice question.**
- **Fill in the circle next to the answer you think is correct.**
- **Only one of the choices provided is the correct answer.**

**Are there any questions about Section 1?**

Pause to answer questions. Then say and demonstrate:

**Let's look at a sample passage. You may open your writing booklet to page 5.**

Pause while students find the correct page.

NOTE: Walk around the room and make sure that all students are on **page 5**.

Say and demonstrate:

**Look at the short sample passage in the box. Read it silently and then read the two sample multiple-choice questions that follow. Fill in the circles beside the correct answers.**

Give students approximately 3–5 minutes to study the passage and questions. After students have finished, you may provide the correct answers:

**Sample Question 1: The correct answer is B.**

**In option B, a semicolon correctly separates the two independent clauses in the sentence. Options A and C do not separate the clauses correctly, and options C and D use a comma incorrectly.**

**Sample Question 2: The correct answer is B.**

**Option B is correct because “its” in sentence 3 is a contraction for “it is.” An apostrophe needs to be added to form the contraction correctly. The other answer options show a variety of possible errors: option A focuses on verb tense, option C on capitalization, and option D on choosing the correct word.**

Say:

**Are there questions about the sample passage or the sample multiple-choice questions?**

Pause to answer questions. Then say and demonstrate:

**You will read five passages and answer 20 multiple-choice questions on pages 6 through 15 of your writing booklet. You will know that you have come to the end of the section when you see the STOP sign at the bottom of page 15. After you complete these test questions, please close your writing booklet so that I will know you have finished. Do not look ahead to other parts of the writing booklet. Are there questions before we begin?**

When you are certain all student questions have been answered, begin the test. Say and demonstrate:

**Turn to page 6 in your writing booklet. Remember to read all five passages and answer all 20 multiple-choice questions in Section 1, and stop at the STOP sign at the bottom of page 15.**

**If you complete Section 1 before the testing session is over, close your writing booklet, so that I will know you have finished.**

**If you finish early, you may check your work ONLY for Section 1. Do not look ahead to other parts of the writing booklet.**

**You may read or sit quietly until the rest of the class completes Section 1.  
Are there any questions?**

Pause to answer questions and then say:

**You may begin.**

Walk around the room while students are taking the test and be available as a resource. Do not give any student individual help that might suggest the correct answer to an item. You may, however, provide clarification of directions.

The test session for Section 1 ends when all students have completed Section 1. This will usually be after 45 to 55 minutes of testing time, but additional time may be allowed on an individual basis and at the administrator's discretion. When all students have finished, or sufficient time has passed, say:

**This ends Section 1. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in your booklet, and then close your writing booklet.**

Allow time for students to erase wherever necessary.

Say and demonstrate:

**You will use the same booklet for the remaining sections of the assessment, so make sure your name is on the front cover—either with the barcode label or printed in the boxes at the top of the page.**

NOTE: If you are continuing the assessment, now is the time to take a short break. All testing materials must remain secure at all times. After approximately 10 minutes, go on to administer Section 2. However, if you are administering Section 2 at another time, say and demonstrate:

**You are going to take Section 2 at another time, so I will now collect your writing booklet.**

Collect the booklets in a systematic fashion, making sure that each student's name is on his/her writing booklet.

Return all materials immediately to the school assessment coordinator for secure overnight storage.

## ADMINISTERING SECTION 2

Make sure students are sitting in the same seats they used for Section 1.

- Make sure each student has two sharpened No. 2 pencils.
- Make sure each student has a supply of scratch paper.
- Hand out writing booklets, making certain each student has the correct booklet.
- Make certain you have a student writing booklet for your own reference.

Say and demonstrate:

**Check to make sure that your name is on the front cover of the writing booklet.**

When all students are ready, say:

**We will now begin Section 2 of the writing assessment. Section 2 has only one part, responding to a writing prompt. You must respond to the prompt as it appears in your writing booklet.**

**Now turn to page 37 in your writing booklet. The top of the page should be labeled “PSSA Conventions Scoring Guideline.”**

Pause for students to find page 37. When all students are ready, say and demonstrate:

**Professional scorers will score your response using the Pennsylvania conventions scoring guideline and the Pennsylvania mode-specific scoring guidelines shown on pages 37 through 39. You may refer to these guidelines at any time while responding to the writing prompt. The scorers will consider focus, content development, organization, style, and conventions. Your response will be scored on how well you express your ideas in writing. There is no one correct or incorrect writing response, but it is important that you do your best work. Are there any questions?**

Pause to answer questions. Then say and demonstrate:

**You must use a No. 2 pencil to write your response.**

**You may use scratch paper to help you get started with your writing, but your final response must be written on the designated pages of your writing booklet. Scratch paper cannot be turned in for scoring.**

**Now turn to page 17 in your writing booklet. The top of the page should be labeled “SECTION 2.”**

Wait for students to find the correct page.

NOTE: Walk around the room and make sure that all students are on **page 17**.

- *If you suspect a test security violation, consult your school assessment coordinator.*

Say and demonstrate:

**Near the top of page 17 you will see a security seal that reads,**

<p><b>Security Seal: DO NOT remove this seal until directed.</b></p>
--

**Your prompt is printed on the page directly beneath this security seal. At this time, you are going to remove the security seal from the page.**

**Hold the edge of the security seal with your fingers where you see the words “PEEL HERE.” While holding the page with your other hand, peel the security seal back and remove it completely from the page. Set the security seal aside.**

*Demonstrate the removal of the security seal using your sample copy. The security seal is designed to be removed cleanly and completely. Walk around the room and make sure that all students have completely removed the security seal from **page 17**.*

Say and demonstrate:

**Read the prompt silently.**

Do NOT read the prompt aloud to all students. Prompts may be read aloud to students only on an individual basis. Give students approximately 1 minute to read the prompt. **Be aware that some prompts vary across forms.** After students have finished, say and demonstrate:

**Below the prompt are suggestions to help you plan what to write and how to organize your response. Read the bullets listed below each step of the writing process.**

**Before you write, take a moment to think about what you want to write and how to best organize it. Think about the mode of writing you are to use when responding to this prompt. Use your scratch paper and a prewriting strategy that works for you.**

**As you write, remember to stay focused and to use specific details.**

**After you’ve written your response, take time to read over what you have written and check for errors.**

**Remember that scratch paper cannot be turned in for scoring.**

**If you complete your response before the testing session is over, please check your work, and then close your writing booklet, so I will know you are finished.**

**You may check your work for Section 2, pages 17–21, and you may look at the scoring guidelines on pages 37 through 39. Do not look back at Section 1 or ahead to Sections 3 or 4.**

**You may read or sit quietly until the test session is over. Are there any questions?**

Pause to answer questions and then say and demonstrate:

**Your final response should be written on pages 18 through 21. The STOP sign at the bottom of page 21 indicates the end of Section 2.**

**You may now begin to write your response to the writing prompt shown on page 17.**

While students are writing their responses, check on their progress, make sure that they are using No. 2 pencils, and provide extra scratch paper if needed. You may collect the security seals from students' desks at this time or wait until the end of the testing session. Dispose of the security seals locally. Do not return the security seals with the other testing materials.

When approximately 40 minutes remain in the testing period, say:

**If you have been writing or organizing your response on scratch paper, it is now time to write the final version on pages 18 through 21 of your writing booklet. Your scratch paper cannot be turned in for scoring.**

Section 2 testing will end when each student has completed his or her response to the writing prompt. This will usually be after 55–65 minutes of writing time, but additional time may be allowed on an individual basis and at the administrator's discretion. When all students have finished, or sufficient time has passed, say:

**This ends Section 2. Close your writing booklet.**

**You will use the same booklet for the remaining sections of the assessment, so make sure your name is on the front cover—either on the barcode label or printed in the boxes at the top of the page.**

**You are going to take Section 3 at another time, so I will now collect your writing booklet.**

Collect the booklets in a systematic fashion, making sure that each student's name is on his/her writing booklet.

Say:

**I will now collect your scratch paper and any remaining security seals.**

Collect the scratch paper. Scratch paper should be returned to the school assessment coordinator and kept in a secure location until it can be destroyed. Dispose of the security seals locally. Do not return the security seals with the other testing materials.

Immediately return all materials (writing booklets and used scratch paper) to the school assessment coordinator for secure overnight storage.

## ADMINISTERING SECTION 3

Make sure students are sitting in the same seats they used for Sections 1 and 2.

- Make sure each student has two sharpened No. 2 pencils.
- Make sure each student has a supply of scratch paper.
- Hand out writing booklets, making certain each student has the correct booklet.
- Make certain you have a student writing booklet for your own reference.

Say and demonstrate:

**Check to make sure that your name is on the front cover of the writing booklet.**

When all students are ready, say:

**We will now begin Section 3 of the writing assessment. Section 3 has only one part, responding to a writing prompt. You must respond to the prompt as it appears in your writing booklet.**

**Now turn to page 37 in your writing booklet. The top of the page should be labeled “PSSA Conventions Scoring Guideline.”**

Pause for students to find page 37. When all students are ready, say and demonstrate:

**Professional scorers will score your response using the Pennsylvania conventions scoring guideline and the Pennsylvania mode-specific scoring guidelines shown on pages 37 through 39. You may refer to these guidelines at any time while responding to the writing prompt. The scorers will consider focus, content development, organization, style, and conventions. Your response will be scored on how well you express your ideas in writing. There is no one correct or incorrect writing response, but it is important that you do your best work. Are there any questions?**

Pause to answer questions. Then say and demonstrate:

**You must use a No. 2 pencil to write your response.**

**You may use scratch paper to help you get started with your writing, but your final response must be written on the designated pages of your writing booklet. Scratch paper cannot be turned in for scoring.**

**Now turn to page 23 in your writing booklet. The top of the page should be labeled “SECTION 3.”**

Wait for students to find the correct page.

NOTE: Walk around the room and make sure that all students are on **page 23**.

- *If you suspect a test security violation, consult your school assessment coordinator.*

Say and demonstrate:

Near the top of page 23 you will see a security seal that reads,

**Security Seal:  
DO NOT remove this seal until directed.**

Your prompt is printed on the page directly beneath this security seal. At this time, you are going to remove the security seal from the page.

Hold the edge of the security seal with your fingers where you see the words “PEEL HERE.” While holding the page with your other hand, peel the security seal back and remove it completely from the page. Set the security seal aside.

*Demonstrate the removal of the security seal using your sample copy. The security seal is designed to be removed cleanly and completely. Walk around the room and make sure that all students have completely removed the security seal from page 23.*

Say and demonstrate:

**Read the prompt silently.**

Do NOT read the prompt aloud to all students. Prompts may be read aloud to students only on an individual basis. Give students approximately 1 minute to read the prompt. **Be aware that some prompts vary across forms.** After students have finished, say and demonstrate:

**Below the prompt are suggestions to help you plan what to write and how to organize your response. Read the bullets listed below each step of the writing process.**

**Before you write, take a moment to think about what you want to write and how to best organize it. Think about the mode of writing you are to use when responding to this prompt. Use your scratch paper and a prewriting strategy that works for you.**

**As you write, remember to stay focused and to use specific details.**

**After you’ve written your response, take time to read over what you have written and check for errors.**

**Remember that scratch paper cannot be turned in for scoring.**

**If you complete your response before the testing session is over, please check your work, and then close your writing booklet, so I will know you are finished.**

**You may check your work for Section 3, pages 23–27, and you may look at the scoring guidelines on pages 37 through 39. Do not look back at Sections 1 or 2, and do not look ahead to Section 4.**

**You may read or sit quietly until the test session is over. Are there any questions?**

Pause to answer questions and then say and demonstrate:

**Your final response should be written on pages 24 through 27. The STOP sign at the bottom of page 27 indicates the end of Section 3.**

**You may now begin to write your response to the writing prompt shown on page 23.**

While students are writing their responses, check on their progress, make sure that they are using No. 2 pencils, and provide extra scratch paper if needed. You may collect the security seals from students' desks at this time or wait until the end of the testing session. Dispose of the security seals locally. Do not return the security seals with the other testing materials.

When approximately 40 minutes remain in the testing period, say:

**If you have been writing or organizing your response on scratch paper, it is now time to write the final version on pages 24 through 27 of your writing booklet. Your scratch paper cannot be turned in for scoring.**

Section 3 testing will end when each student has completed his or her response to the writing prompt. This will usually be after 55–65 minutes of writing time, but additional time may be allowed on an individual basis and at the administrator's discretion. When all students have finished, or sufficient time has passed, say:

**This ends Section 3. Close your writing booklet.**

**You will use the same booklet for the remaining section of the assessment, so make sure your name is on the front cover—either on the barcode label or printed in the boxes at the top of the page.**

**You are going to take Section 4 at another time, so I will now collect your writing booklet.**

Collect the booklets in a systematic fashion, making sure that each student's name is on his/her writing booklet.

Say:

**I will now collect your scratch paper and any remaining security seals.**

Collect the scratch paper. Scratch paper should be returned to the school assessment coordinator and kept in a secure location until it can be destroyed. Dispose of the security seals locally. Do not return the security seals with the other testing materials.

Immediately return all materials (writing booklets and used scratch paper) to the school assessment coordinator for secure overnight storage.

## ADMINISTERING SECTION 4

Make sure students are sitting in the same seats they used for Sections 1, 2, and 3.

- Make sure each student has two sharpened No. 2 pencils.
- Make sure each student has a supply of scratch paper.
- Hand out writing booklets, making certain each student has the correct booklet.
- Make certain you have a student writing booklet for your own reference.

Say and demonstrate:

**Check to make sure that your name is on the front cover of the writing booklet.**

When all students are ready, say:

**We will now begin Section 4 of the writing assessment. Section 4 has only one part, responding to a writing prompt. You must respond to the prompt as it appears in your writing booklet.**

**Now turn to page 37 in your writing booklet. The top of the page should be labeled “PSSA Conventions Scoring Guideline.”**

Pause for students to find page 37. When all students are ready, say and demonstrate:

**Professional scorers will score your response using the Pennsylvania conventions scoring guideline and the Pennsylvania mode-specific scoring guidelines shown on pages 37 through 39. You may refer to these guidelines at any time while responding to the writing prompt. The scorers will consider focus, content development, organization, style, and conventions. Your response will be scored on how well you express your ideas in writing. There is no one correct or incorrect writing response, but it is important that you do your best work. Are there any questions?**

Pause to answer questions. Then say and demonstrate:

**You must use a No. 2 pencil to write your response.**

**You may use scratch paper to help you get started with your writing, but your final response must be written on the designated pages of your writing booklet. Scratch paper cannot be turned in for scoring.**

**Now turn to page 29 in your writing booklet. The top of the page should be labeled “SECTION 4.”**

Wait for students to find the correct page.

NOTE: Walk around the room and make sure that all students are on **page 29**.

- *If you suspect a test security violation, consult your school assessment coordinator.*

Say and demonstrate:

Near the top of page 29 you will see a security seal that reads,

**Security Seal:  
DO NOT remove this seal until directed.**

Your prompt is printed on the page directly beneath this security seal. At this time, you are going to remove the security seal from the page.

Hold the edge of the security seal with your fingers where you see the words “PEEL HERE.” While holding the page with your other hand, peel the security seal back and remove it completely from the page. Set the security seal aside.

*Demonstrate the removal of the security seal using your sample copy. The security seal is designed to be removed cleanly and completely. Walk around the room and make sure that all students have completely removed the security seal from page 29.*

Say and demonstrate:

**Read the prompt silently.**

Do NOT read the prompt aloud to all students. Prompts may be read aloud to students only on an individual basis. Give students approximately 1 minute to read the prompt. **Be aware that some prompts vary across forms.** After students have finished, say and demonstrate:

**Below the prompt are suggestions to help you plan what to write and how to organize your response. Read the bullets listed below each step of the writing process.**

**Before you write, take a moment to think about what you want to write and how to best organize it. Think about the mode of writing you are to use when responding to this prompt. Use your scratch paper and a prewriting strategy that works for you.**

**As you write, remember to stay focused and to use specific details.**

**After you’ve written your response, take time to read over what you have written and check for errors.**

**Remember that scratch paper cannot be turned in for scoring.**

**If you complete your response before the testing session is over, please check your work, and then close your writing booklet, so I will know you are finished.**

**You may check your work for Section 4, pages 29–33, and you may look at the scoring guidelines on pages 37 through 39. Do not look back at Sections 1, 2, or 3.**

**You may read or sit quietly until the test session is over. Are there any questions?**

Pause to answer questions and then say and demonstrate:

**Your final response should be written on pages 30 through 33. The STOP sign at the bottom of page 33 indicates the end of Section 4.**

**You may now begin to write your response to the writing prompt shown on page 29.**

While students are writing their responses, check on their progress, make sure that they are using No. 2 pencils, and provide extra scratch paper if needed. You may collect the security seals from students' desks at this time or wait until the end of the testing session. Dispose of the security seals locally. Do not return the security seals with the other testing materials.

When approximately 40 minutes remain in the testing period, say:

**If you have been writing or organizing your response on scratch paper, it is now time to write the final version on pages 30 through 33 of your writing booklet. Your scratch paper cannot be turned in for scoring.**

Section 4 testing will end when each student has completed his or her response to the writing prompt. This will usually be after 55–65 minutes of writing time, but additional time may be allowed on an individual basis and at the administrator's discretion. When all students have finished, or sufficient time has passed, say:

**This ends Section 4 and concludes the writing assessment. Close your writing booklet. I will now collect your writing booklet.**

Collect the booklets in a systematic fashion, making sure that each student's name is on his/her writing booklet.

Say:

**I will now collect your scratch paper and any remaining security seals.**

Collect the scratch paper. Scratch paper should be returned to the school assessment coordinator and kept in a secure location until it can be destroyed. Dispose of the security seals locally. Do not return the security seals with the other testing materials.

Immediately return all materials (writing booklets and used scratch paper) to the school assessment coordinator for secure storage.

## PART IV: AFTER TEST ADMINISTRATION

### CHECK DOCUMENTS FOR ACCURACY

After testing is complete:

- Make sure student identification information is complete and correct on all writing booklets.
- If a student writing booklet has a label with a colored stripe [a District/School label], make sure that applicable portions of the front cover and page 2 of the booklet are completed with the circles filled in. (See your school assessment coordinator for questions or further direction.)
- Any accommodations used by a student during the assessment must be recorded on page 3 of the writing booklet. (See your school assessment coordinator for questions or further direction.)
- Make sure erasures are complete wherever a student has changed an answer in the writing booklet. Do not change or in any way alter a student's response. Do not return a booklet to a student for any reason.
- Remove any scratch paper or loose security seals left in the writing booklets.

### RETURN MATERIALS

Test materials must be kept secure. All materials related to the administration of this test must be returned to the school assessment coordinator, including any unused materials.

**Return all materials** to the school assessment coordinator for secure storage. This includes used and unused writing booklets (including any demonstration copies), this manual, and used scratch paper. All assessment materials should be returned to the school assessment coordinator immediately at the end of the assessment each day.

**Reminder: All used writing booklets** returned to the scoring contractor for processing **must** have a barcode label (District/School or Student Precode or Do Not Score) affixed to the front cover of the document. Do **not** affix a barcode label to any **unused** writing booklets.

- *If you suspect a test security violation, consult your school assessment coordinator.*

**NOTE: Your school assessment coordinator has all information on returning assessment materials.**





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**APRIL – MAY 2010  
GRADE 11 – PSSA  
WRITING  
DIRECTIONS FOR ADMINISTRATION MANUAL**

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