



THE SCHOOL DISTRICT OF
PHILADELPHIA

Trends in 3rd grade ELA PSSA assessment anchor performance from 2014-15 to 2018-19

Key Findings for each assessment anchor

- **Key Ideas and Details:** All demographic groups saw an increase in the percentage of students scoring in the high strength profile between 2014-15 and 2018-19, but Asian students, White students, and non-economically disadvantaged students saw larger increases than other groups.
- **Craft and Structure/Integration of Knowledge and Ideas:** All demographic groups saw a decline in the percentage of students scoring in the high strength profile between 2014-15 and 2018-19, with the exception of Asian students, non-economically disadvantaged students, and English Learners (ELs), who either saw no change or a one point increase.
- **Vocabulary Acquisition and Use:** All demographic groups saw a decline in the percentage of students scoring in the high strength profile between 2014-15 and 2018-19, but students with an IEP and ELs saw smaller decreases than other groups.
- **Types of Writing/Conventions of Standard English (Writing):** Nearly all demographic groups saw a decline in the percentage of students scoring in the high strength profile between 2015-16 and 2018-19, with non-economically disadvantaged students, students with an IEP, and ELs decreasing by less than other groups.
- **Literature Text:** All demographic groups saw an increase in the percentage of students who scored in the high strength profile from 2014-15 to 2018-19, with the largest increase observed for non-economically disadvantaged students.
- **Informational Text:** Most demographic groups saw an increase in the percentage of students who scored in the high strength profile on the Informational Text 3rd grade ELA PSSA assessment anchor between 2014-15 and 2018-19, but Black/African American students, Hispanic/Latinx students, Multi-Racial/Other students, and economically disadvantaged students saw no change.

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Background

The Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced test administered to all Pennsylvania students in grades 3-8 during spring of each year. The intended purpose of the PSSA is to measure how well students acquire the knowledge and skills described in the Pennsylvania Assessment Anchor Content Standards as defined by the Eligible Content for Mathematics, English and Language Arts (ELA), and Science.¹

The School District of Philadelphia's Board of Education's new Goal 2 concentrates on 3rd grade ELA PSSA performance.² Therefore, this report focuses on the historical performance of 3rd graders on the ELA PSSA to help inform the current goal that *the percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.*

Strength Profiles

Each PSSA test is comprised of multiple assessment anchors that represent categories of subject matter (skills and concepts). The anchors included in the 3rd grade ELA PSSA are organized into six interrelated reporting categories, some genre-based and some skills-based: 1) Literature Text, 2) Informational Text, 3) Key Ideas and Details, 4) Craft and Structure/Integration of Knowledge and Ideas, 5) Vocabulary Acquisition and Use, and 6) Conventions of Standard English (Writing) (see Box 1 for more information about each assessment anchor reporting category).

¹ For more information see <https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/PSSA-Technical-Reports.aspx>

² For more information about Board Goals and progress visit <https://www.philasd.org/era/goals-and-guardrails/> and <https://dashboards.philasd.org/extensions/goals-and-guardrails/index.html#/>

Box 1: 3rd Grade Assessment Anchor Reporting Categories³

Literature Text (genre): Demonstrate understanding of *Key Ideas and Details, Craft and Structure/Integration of Knowledge and Ideas, and Vocabulary Acquisition and Use* in literature.

Informational Text (genre): Demonstrate understanding of *Key Ideas and Details, Craft and Structure/Integration of Knowledge and Ideas, and Vocabulary Acquisition and Use* in informational text.

Key Ideas and Details (skills): Determine the central message, lesson, or moral in literature and the main idea in informational text; ask and answer questions about the text and make inferences; use language that pertains to sequence and cause/effect.

Craft and Structure (skills): Explain the point of view from which a story is narrated or informational text is written.

Integration of Knowledge and Ideas (skills): Demonstrate understanding of connections within, between, and/or among texts (i.e. comparing and contrasting themes, settings, and plots in literature text and important points and key details in informational text).

Vocabulary Acquisition and Use (skills): Demonstrate understanding of vocabulary, nuanced word meanings, and word relationships in literature and informational texts using a range of strategies.

Conventions of Standard English (Writing) (skills): Demonstrate command of standard English grammar, usage, capitalization, punctuation, and spelling.

From year to year, the number of questions asked per anchor is subject to change, and questions are not weighted equally in overall performance. Therefore, we cannot use raw number of questions answered correctly or a similar factor to assess performance, and a different measure is needed to assess performance on the assessment anchors over time. The assessment anchors comprise the standards assessed, and a strength profile (low, medium, or high) is assigned for each anchor by weighting the anchor raw score by the difficulty of the items in a way that is similar to PSSA scaled scores. Students who score in the high strength profile have higher performance on the respective anchor than students who score in the medium or low strength profiles, just as students who score medium have higher performance on the specific anchor than students who score low. The key outcome of interest in this report is the percentage of students who scored in the high, medium, and low strength profiles on each of the 3rd grade ELA PSSA assessment anchors.

³ For more information about ELA PSSA Strength Profile assessment anchors <https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/Assessment-Anchors.aspx>

Research Questions

Six related research questions were the focus of the analyses conducted for this report:

1. What percentage of students scored in the high, medium, and low strength profiles for the Key Ideas and Details assessment anchor on the 3rd grade ELA PSSA from 2014-15 to 2018-19? Were there different patterns by demographic characteristics?
2. What percentage of students scored in the high, medium, and low strength profiles for the Craft and Structure/Integration of Knowledge and Ideas assessment anchor on the 3rd grade ELA PSSA from 2014-15 to 2018-19? Were there different patterns by demographic characteristics?
3. What percentage of students scored in the high, medium, and low strength profiles for the Vocabulary Acquisition and Use assessment anchor on the 3rd grade ELA PSSA from 2014-15 to 2018-19? Were there different patterns by demographic characteristics?
4. What percentage of students scored in the high, medium, and low strength profiles for the Types of Writing/Conventions of Standard English (Writing) assessment anchor on the 3rd grade ELA PSSA from 2014-15 to 2018-19? Were there different patterns by demographic characteristics?
5. What percentage of students scored in the high, medium, and low strength profiles for the Literature Text assessment anchor on the 3rd grade ELA PSSA from 2014-15 to 2018-19? Were there different patterns by demographic characteristics?
6. What percentage of students scored in the high, medium, and low strength profiles for the Informational Text assessment anchor on the 3rd grade ELA PSSA from 2014-15 to 2018-19? Were there different patterns by demographic characteristics?

Student Sample

The demographic makeup of the sample included in this report was consistent for all five years (Table 1). Between 2014-15 and 2018-19, between 48% to 50% of students were Black/African American, and 21% to 23% were Hispanic/Latinx. There was an eight point increase in the percent of students who were economically disadvantaged across the five years, and the percentage of students with IEPs and English Learners (ELs) remained relatively consistent at about 11% to 15% of the population between 2014-15 and 2018-19.

Table 1. Demographic sample of students who took the 3rd Grade ELA PSSA and received strength profiles scores for the assessment anchors

Student Characteristic	2014-15 (n = 10594)	2015-16 (n = 10755)	2016-17 (n = 10580)	2017-18 (n = 10364)	2018-19 (n = 10038)
Race/Ethnicity					
Asian	8%	7%	8%	8%	8%
Black/African American	50%	50%	48%	49%	48%
Hispanic/Latinx	22%	21%	22%	23%	23%
Multi-Racial/Other	6%	8%	8%	8%	8%
White	14%	13%	14%	13%	14%
Gender					
Female	50%	50%	49%	50%	48%
Male	50%	50%	51%	50%	52%
Socio-Economic Status					
Econ. Disadvantaged	70%	71%	75%	77%	78%
Not Econ. Disadvantaged	30%	29%	25%	23%	22%
Special Education Status					
Students with IEPs	11%	13%	12%	12%	13%
Students without IEPs	89%	87%	88%	88%	87%
English Learner Status					
English Learner	12%	12%	12%	13%	15%
Not an English Learner	88%	88%	88%	87%	85%

Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

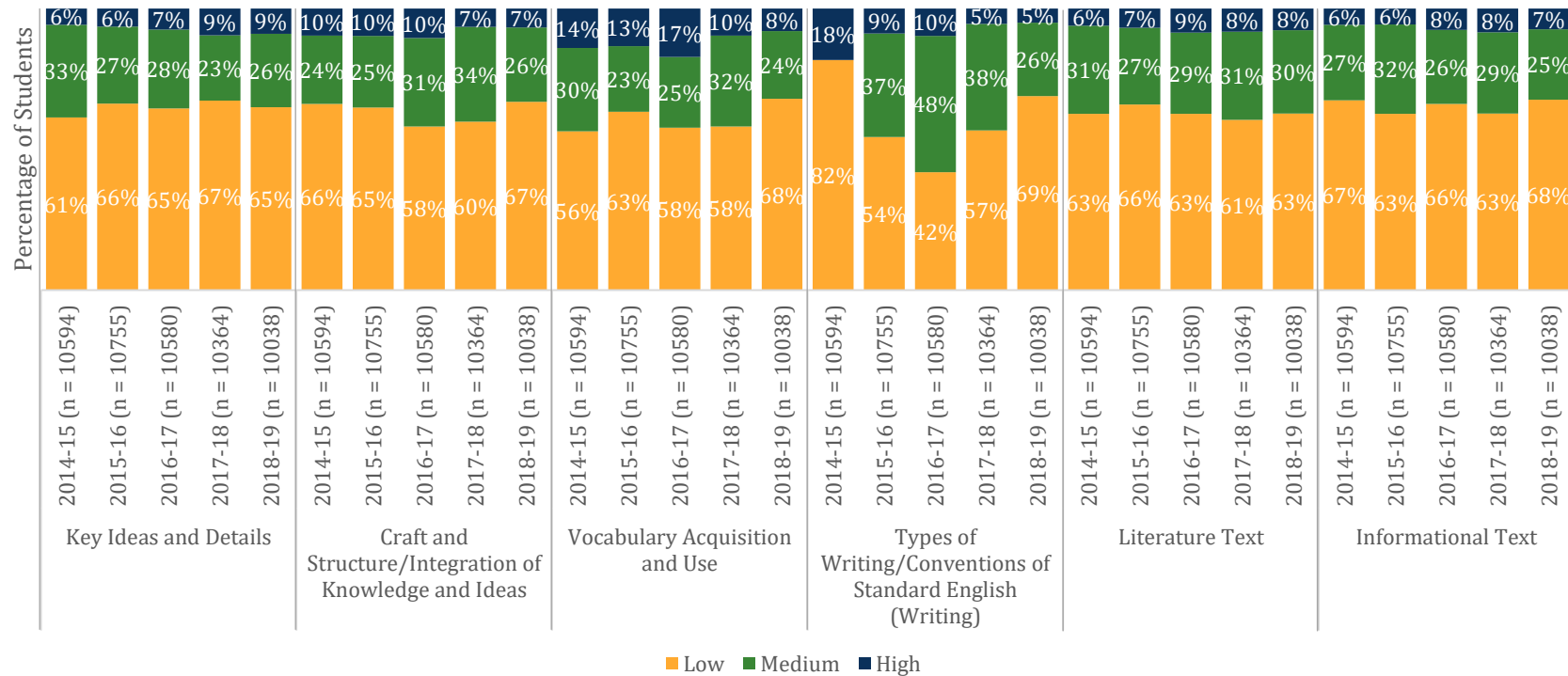
Note: Students who took the PASA do not receive strength profiles and therefore are not included in the current analyses. See Appendix A, Table A1 for counts of students in each group by year.

Findings

Across all assessment anchors in all years, more than 40% of students performed in the low strength profile, and fewer than 20% performed in the high strength profile.

There was a general pattern for the majority of students across all school years and assessment anchors to score in the low strength profile, with a minority performing in the high strength profile (Figure 1). This pattern is quite consistent, with the exception of the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor. In 2016-17, only 42% of students scored in the low strength profile on this anchor, which was between 12 to 40 percent fewer students than in other years.

Figure 1. The percentage of students who performed in the high, medium, or low strength profiles on the six 3rd grade ELA PSSA assessment anchors from 2014-15 to 2018-19



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

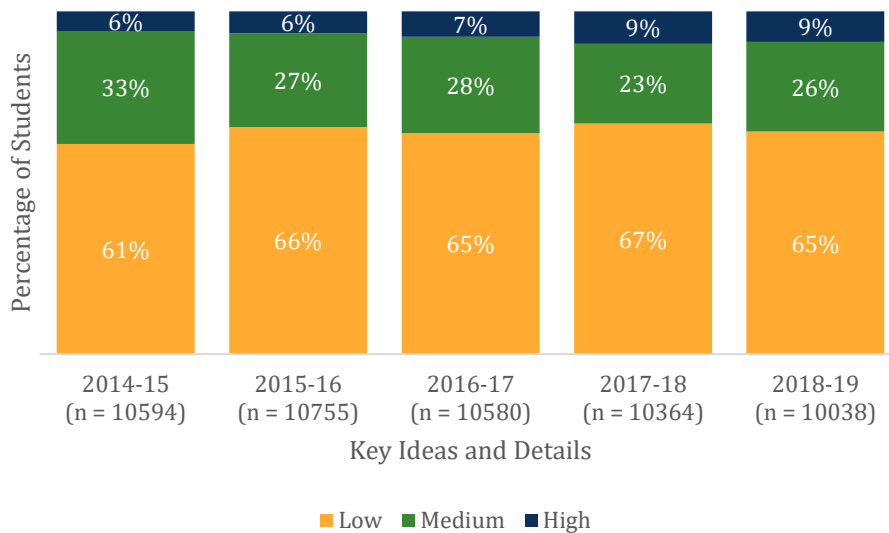
Note: The medium strength profile was not an option for students during the 2014-15 year for the Types of Writing assessment anchor.

What percentage of students scored in the high, medium, and low strength profiles for the Key Ideas and Details assessment anchor on the 3rd grade ELA PSSA from 2014-15 to 2018-19? Were there different patterns by demographic characteristics?

All demographic groups saw an increase in the percentage of students scoring in the high strength profile on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor between 2014-15 and 2018-19, but Asian students, White students, and non-economically disadvantaged students saw larger increases than other groups.

The percentage of students who scored in the high strength profile on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor increased by three points between 2014-15 and 2018-19 (Figure 2).

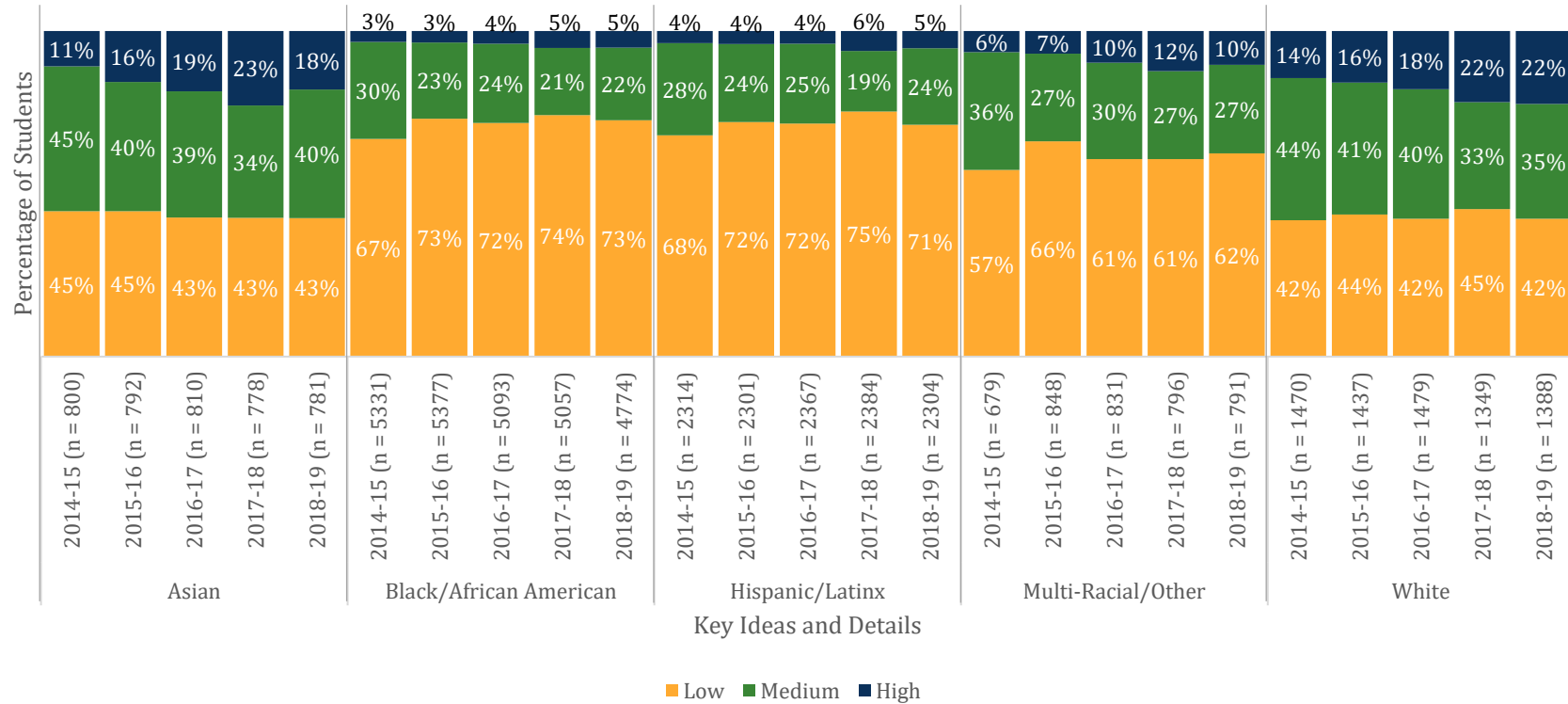
Figure 2. The percentage of students who performed in the high, medium, or low strength profiles on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor



Source: PSSA Accountability File, accessed December 20, 2021

The percentage of Black/African American students and Hispanic/Latinx students who scored in the high strength profile on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor increased by one to two points between 2014-15 and 2018-19 (Figure 3). The percentage of Multi-Racial/Other students who scored in the high strength profile increased by four points, and the percentage of Asian students and White students who scored in the high strength profile on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor increased by seven to eight points across the five years.

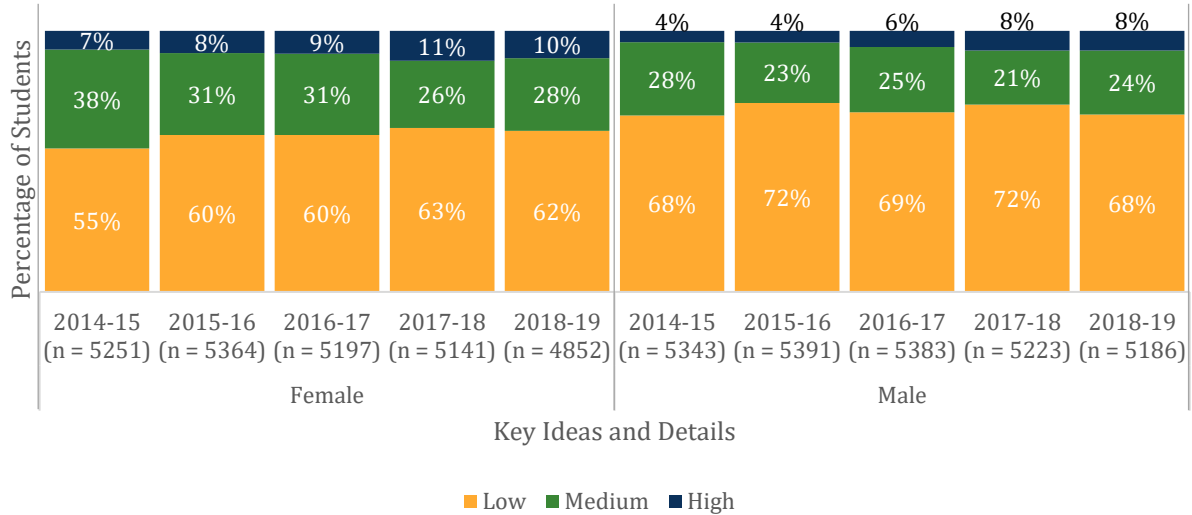
Figure 3. The percentage of students who performed in the high, medium, or low strength profiles on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor by race/ethnicity



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of female and male students who scored in the high strength profile on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor increased by three to four points between 2014-15 and 2018-19 (Figure 4).

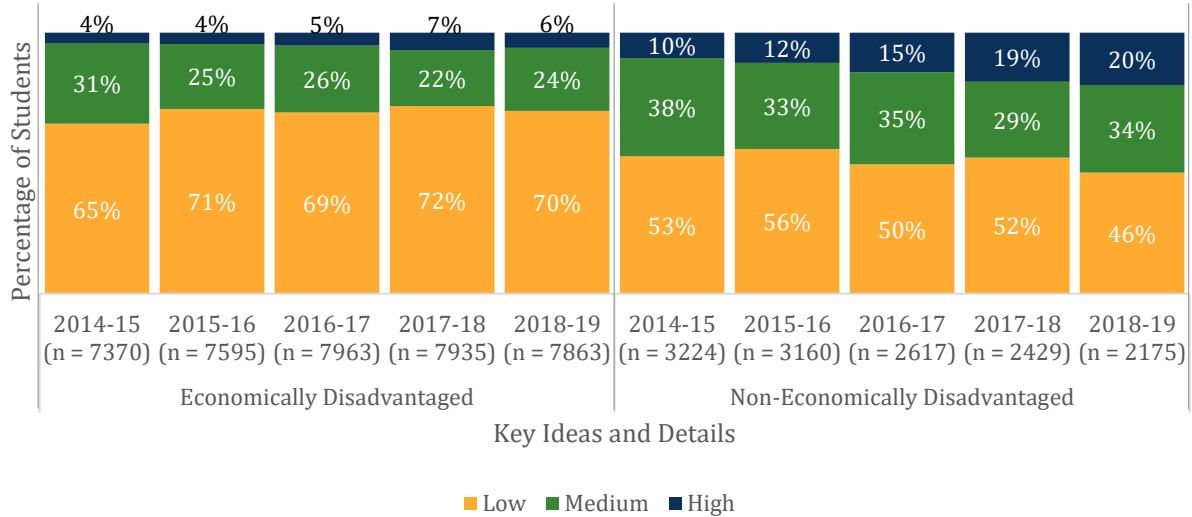
Figure 4. The percentage of students who performed in the high, medium, or low strength profiles on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor by gender



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of economically disadvantaged students who scored in the high strength profile on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor increased by two points between 2014-15 and 2018-19 (Figure 5). In comparison, the percentage of non-economically disadvantaged students who scored in the high strength profile increased by 10 points.

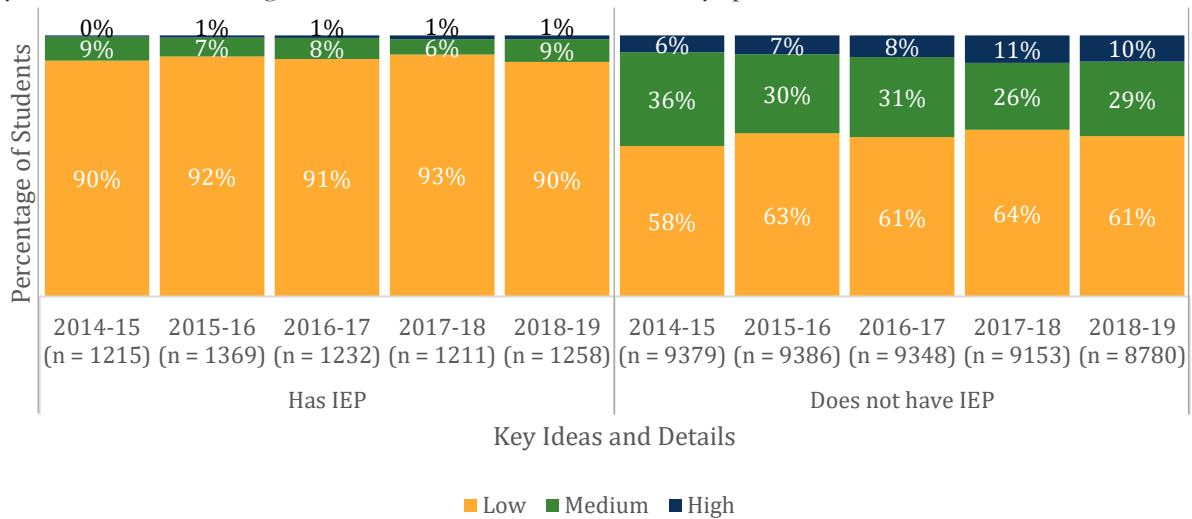
Figure 5. The percentage of students who performed in the high, medium, or low strength profiles on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor by economic disadvantage status



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of students with an IEP who scored in the high strength profile on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor increased by one point between 2014-15 and 2018-19 (Figure 6). In comparison, the percentage of students without an IEP who scored in the high strength profile increased by four points between years.

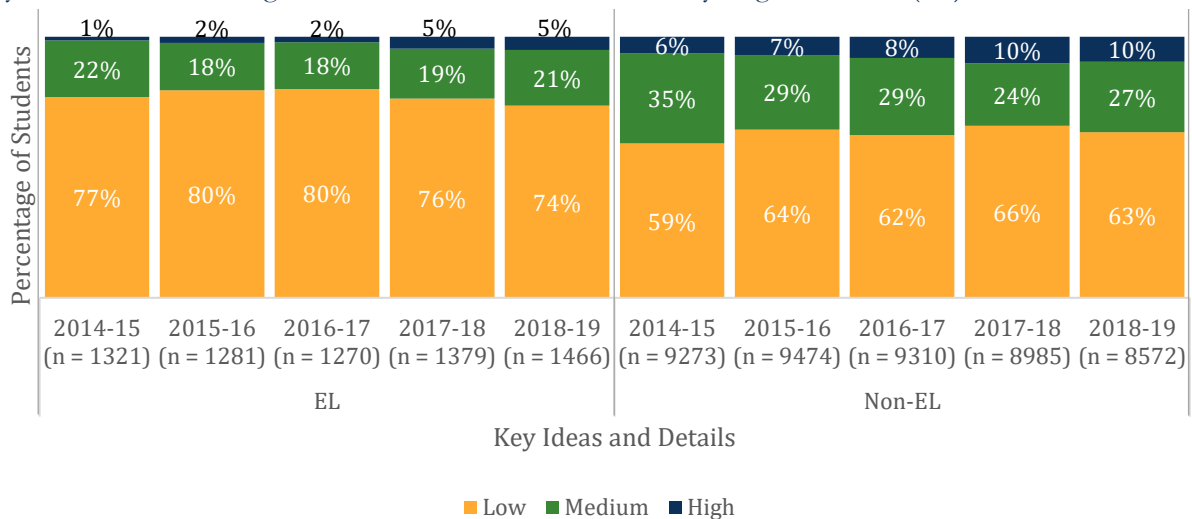
Figure 6. The percentage of students who performed in the high, medium, or low strength profiles on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor by special education status



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of English Learners (ELs) who scored in the high strength profile on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor increased by four points between 2014-15 and 2018-19 (Figure 7). Similarly, the percentage of non-ELs who scored in the high strength profile on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor also increased by four points between 2014-15 and 2018-19.

Figure 7. The percentage of students who performed in the high, medium, or low strength profiles on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor by English Learner (EL) status



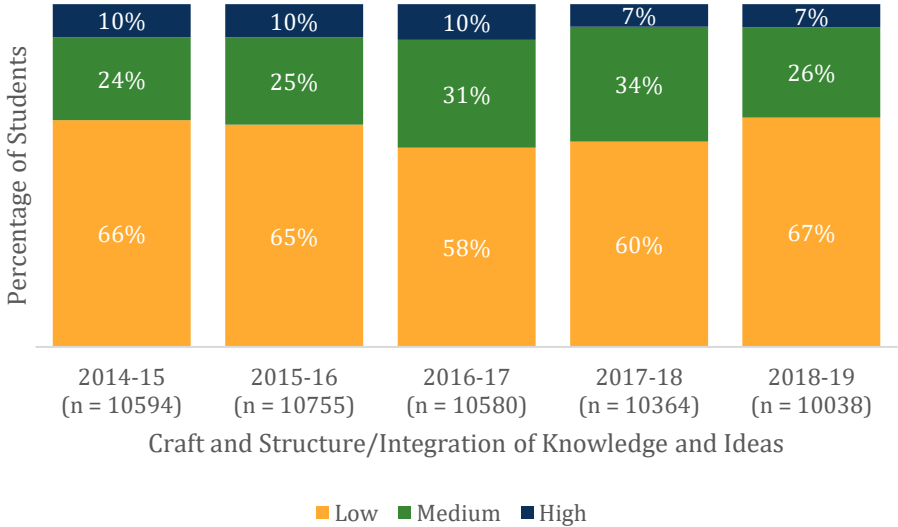
Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

What percentage of students scored in the high, medium, and low strength profiles for the Craft and Structure/Integration of Knowledge and Ideas assessment anchor on the 3rd grade ELA PSSA from 2014-15 to 2018-19? Were there different patterns by demographic characteristics?

All demographic groups saw a decline in the percentage of students scoring in the high strength profile on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor between 2014-15 and 2018-19, with the exception of Asian students, non-economically disadvantaged students, and ELs, who either saw no change or a one point increase.

The percentage of students who scored in the high strength profile on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor decreased by three points between 2014-15 and 2018-19 (Figure 8).

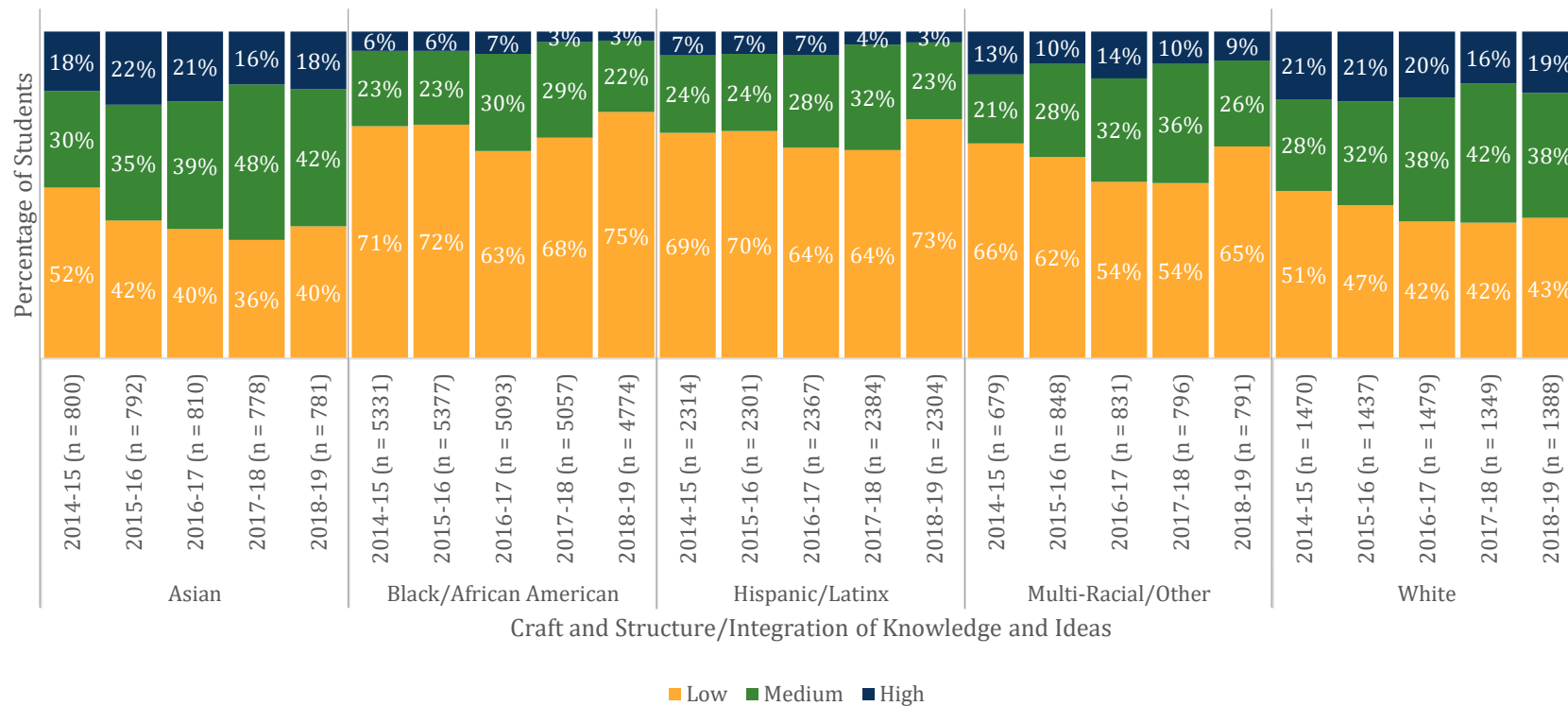
Figure 8. The percentage of students who performed in the high, medium, or low strength profiles on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor



Source: PSSA Accountability File, accessed December 20, 2021

The percentage of Black/African American students, Hispanic/Latinx students, and Multi-Racial/Other who scored in the high strength profile on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor decreased by three to four points between 2014-15 and 2018-19 (Figure 9). The percentage of Asian students and White students who scored in the high strength profile on the Key Ideas and Details 3rd grade ELA PSSA assessment anchor decreased by zero to two points across the five years.

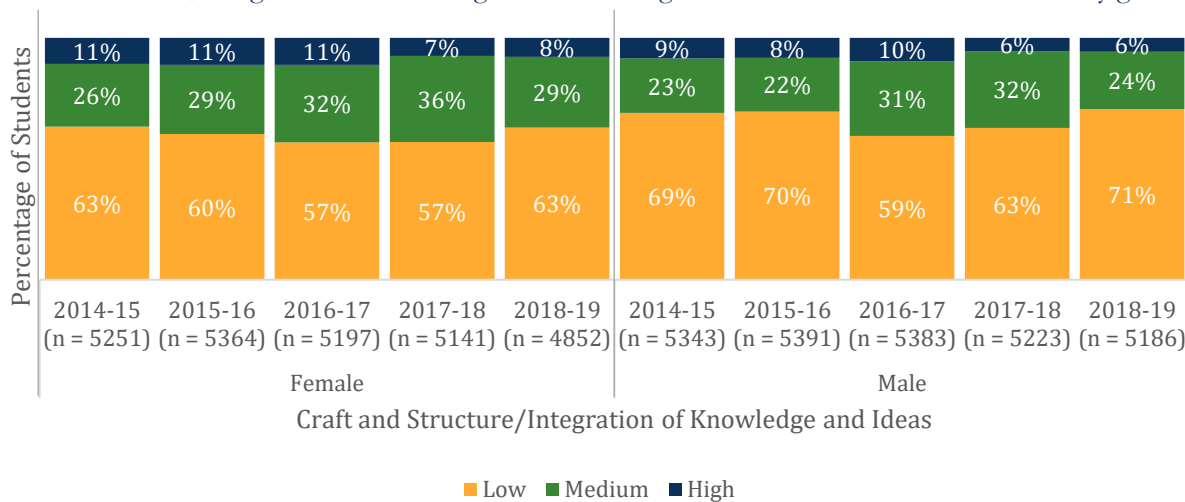
Figure 9. The percentage of students who performed in the high, medium, or low strength profiles on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor by race/ethnicity



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of female and male students who scored in the high strength profile on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor decreased by three points between 2014-15 and 2018-19 (Figure 10).

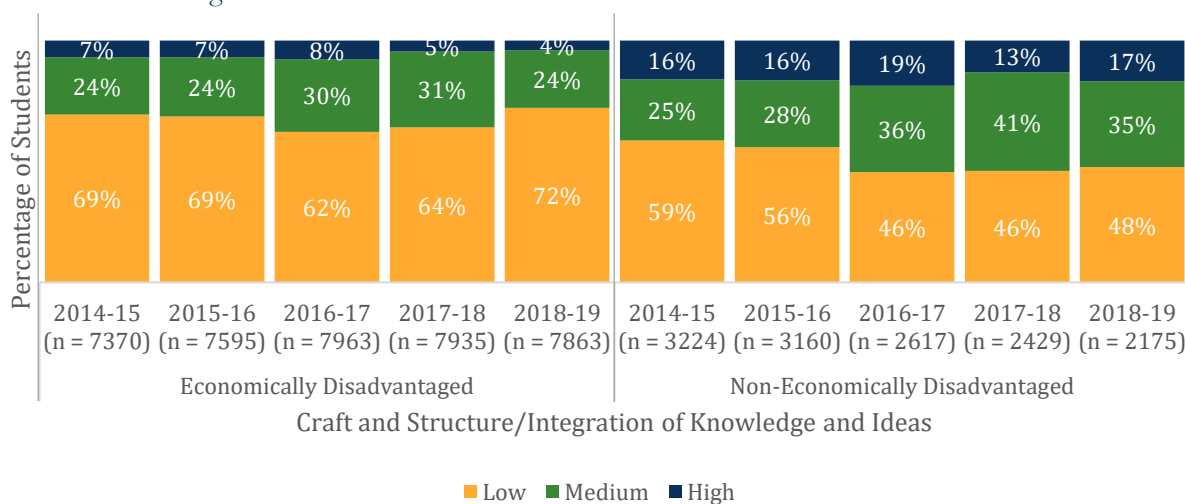
Figure 10. The percentage of students who performed in the high, medium, or low strength profiles on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor by gender



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of economically disadvantaged students who scored in the high strength profile on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor decreased by three points between 2014-15 and 2018-19 (Figure 11). In comparison, the percentage of non-economically disadvantaged students who scored in the high strength profile increased by one point between 2014-15 and 2018-19.

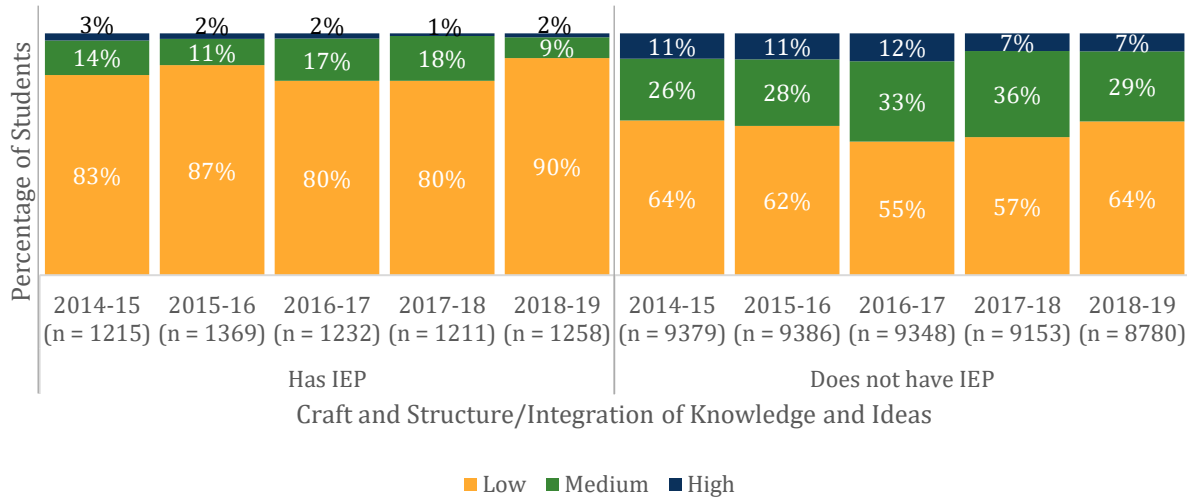
Figure 11. The percentage of students who performed in the high, medium, or low strength profiles on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor by economic disadvantage status



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of students with an IEP who scored in the high strength profile on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor decreased by one point between 2014-15 and 2018-19 (Figure 12). The percentage of students without an IEP who scored in the high strength profile decreased by four points across years.

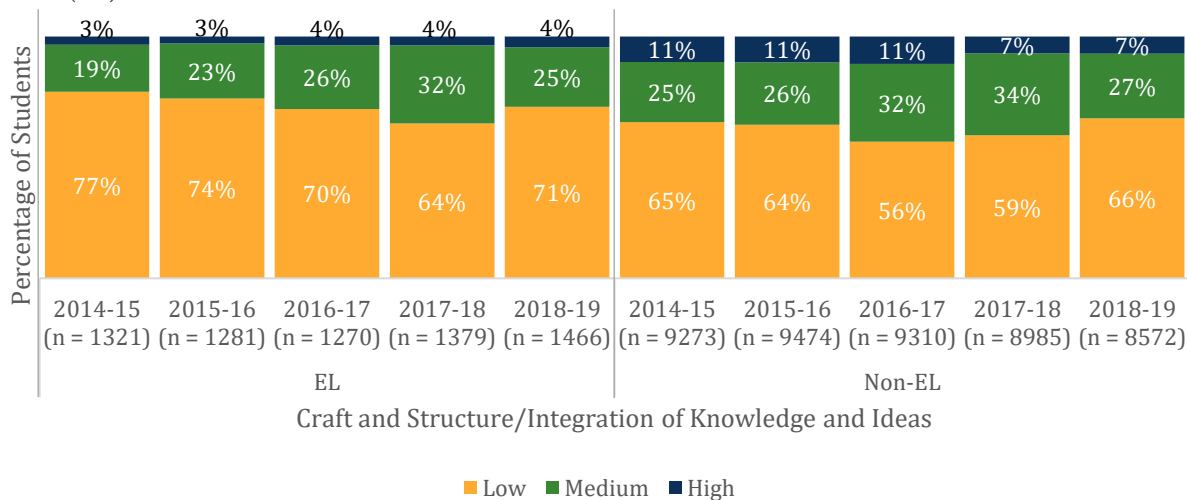
Figure 12. The percentage of students who performed in the high, medium, or low strength profiles on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor by special education status



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of ELs who scored in the high strength profile on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor increased by one point between 2014-15 and 2018-19 (Figure 13). In comparison, the percentage of non-ELs who scored in the high strength profile decreased by four points between years.

Figure 13. The percentage of students who performed in the high, medium, or low strength profiles on the Craft and Structure/Integration of Knowledge and Ideas 3rd grade ELA PSSA assessment anchor by English Learner (EL) status



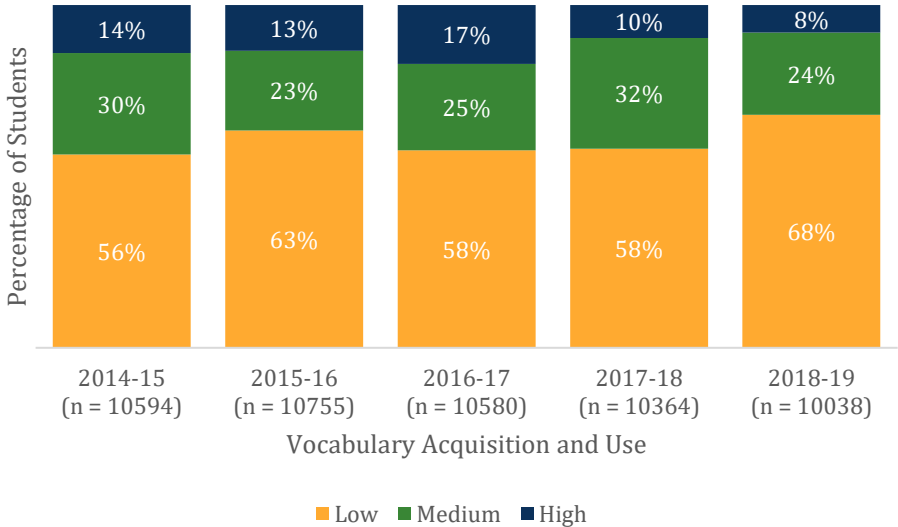
Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

What percentage of students scored in the high, medium, and low strength profiles for the Vocabulary Acquisition and Use assessment anchor on the 3rd grade ELA PSSA from 2014-15 to 2018-19? Were there different patterns by demographic characteristics?

All student groups saw a decline in the percentage of students scoring in the high strength profile on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor between 2014-15 and 2018-19, but students with an IEP and ELs saw smaller decreases than other demographic groups.

The percentage of students who scored in the high strength profile on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor decreased by six points between 2014-15 and 2018-19 (Figure 14).

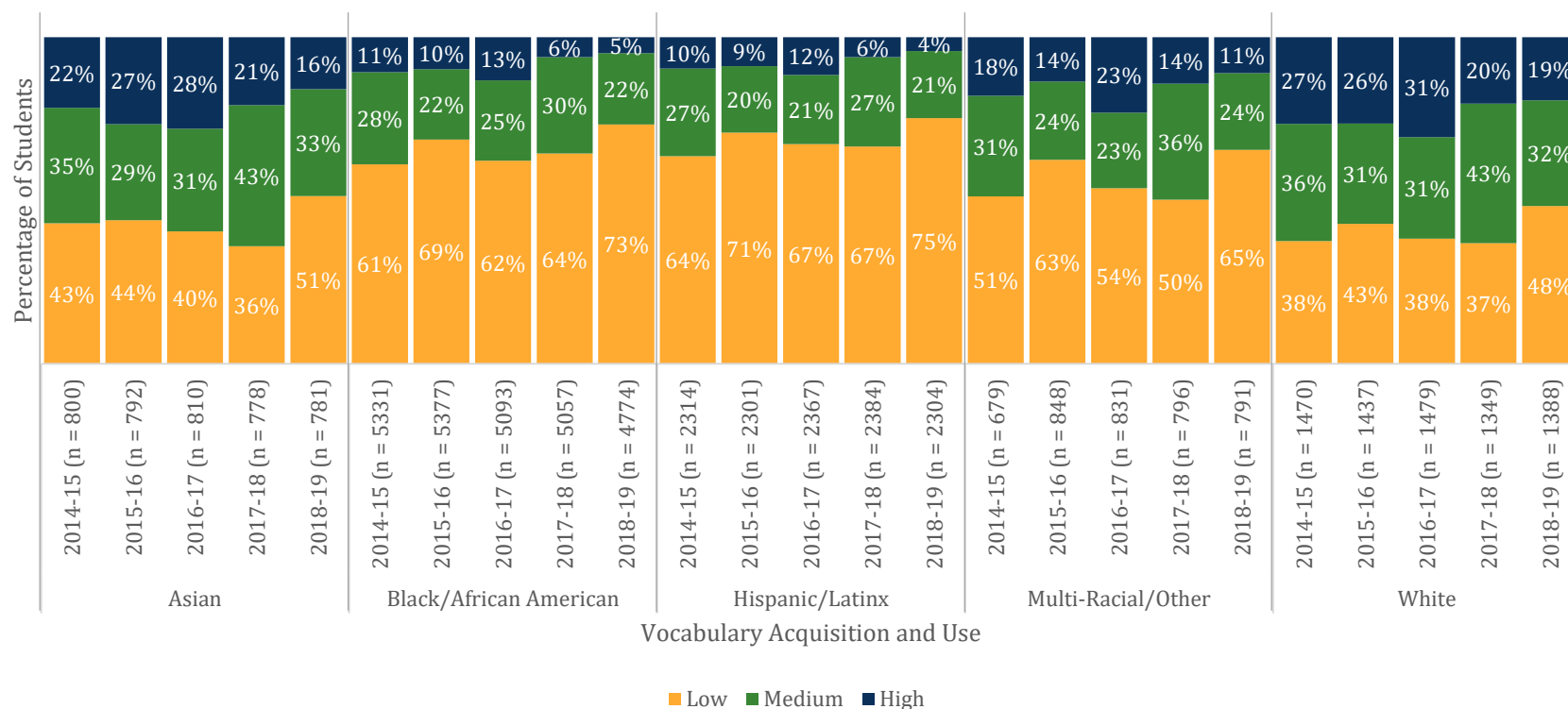
Figure 14. The percentage of students who performed in the high, medium, or low strength profiles on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor



Source: PSSA Accountability File, accessed December 20, 2021

The percentage of Black/African American students, Hispanic/Latinx students, and Asian students who scored in the high strength profile on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor decreased by six points between 2014-15 and 2018-19 (Figure 15). The percentage of Multi-Racial/Other students and White students who scored in the high strength profile decreased by seven to eight points across the five years.

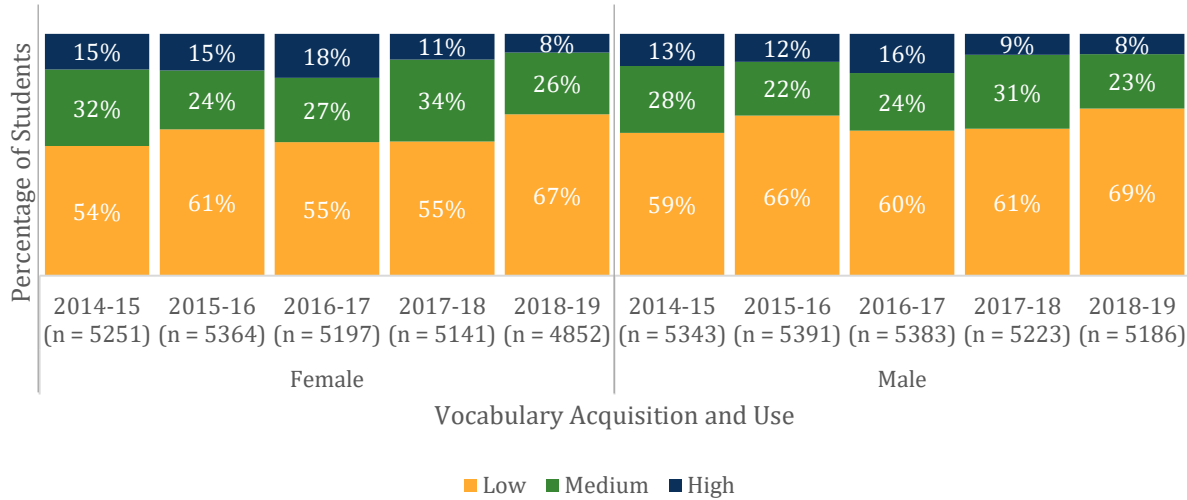
Figure 15. The percentage of students who performed in the high, medium, or low strength profiles on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor by race/ethnicity



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of male and female students who scored in the high strength profile on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor decreased by five to seven points between 2014-15 and 2018-19 (Figure 16).

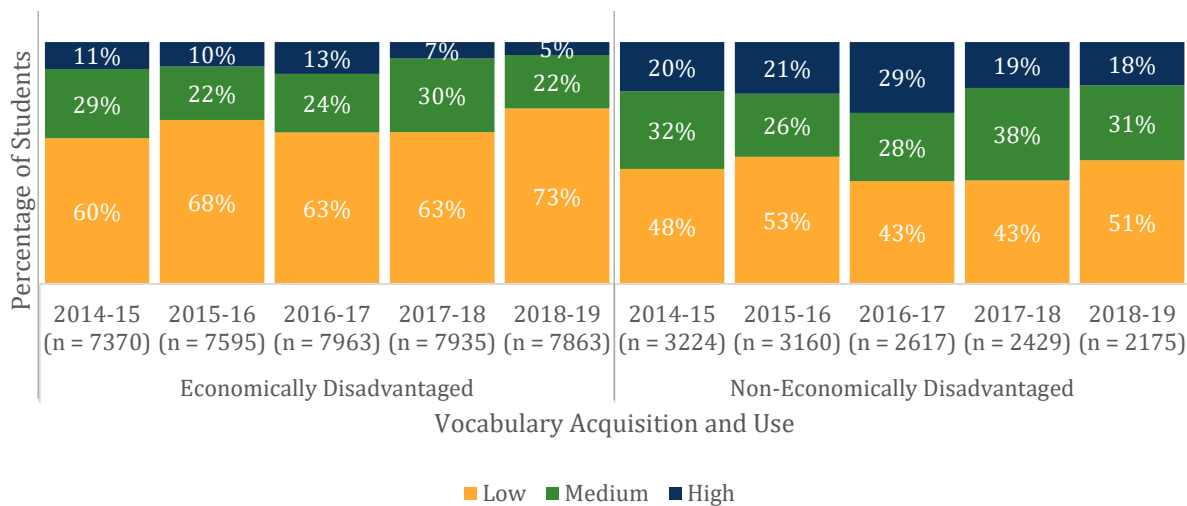
Figure 16. The percentage of students who performed in the high, medium, or low strength profiles on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor by gender



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of economically disadvantaged students who scored in the high strength profile on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor decreased by six points between 2014-15 and 2018-19 (Figure 17). In comparison, the percentage of non-economically disadvantaged students who scored in the high strength profile decreased by two points.

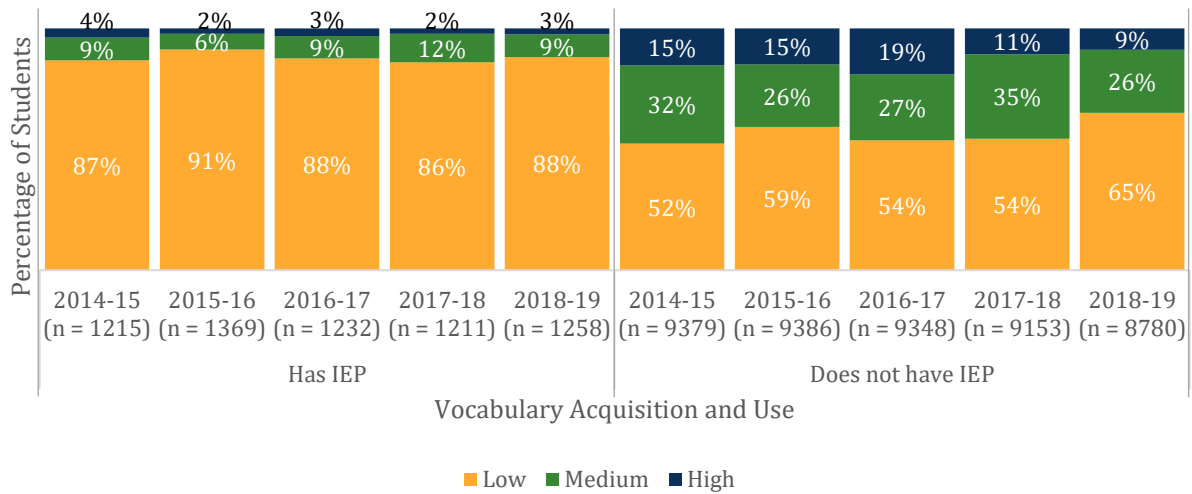
Figure 17. The percentage of students who performed in the high, medium, or low strength profiles on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor by economic disadvantage status



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of students with an IEP who scored in the high strength profile on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor decreased by one point between 2014-15 and 2018-19 (Figure 18). In comparison, the percentage of students without an IEP who scored in the high strength profile decreased by six points.

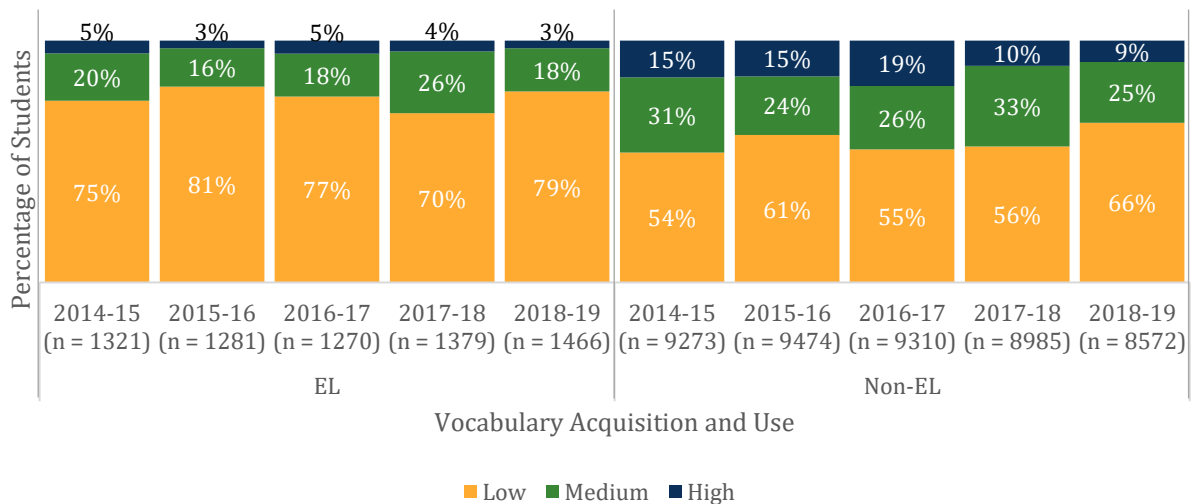
Figure 18. The percentage of students who performed in the high, medium, or low strength profiles on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor by special education status



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of ELs who scored in the high strength profile on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor decreased by two points between 2014-15 and 2018-19 (Figure 19). In comparison, the percentage of non-ELs who scored in the high strength profile decreased by six points.

Figure 19. The percentage of students who performed in the high, medium, or low strength profiles on the Vocabulary Acquisition and Use 3rd grade ELA PSSA assessment anchor by English Learner (EL) status



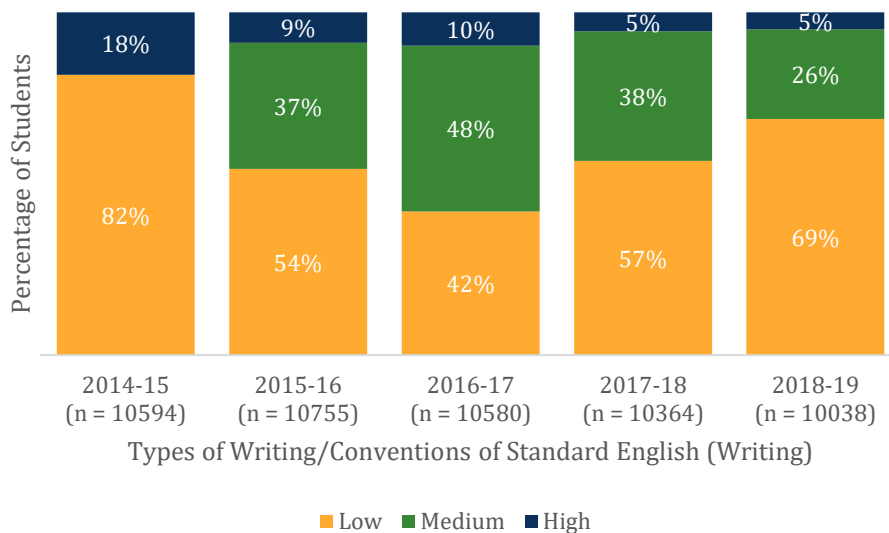
Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

What percentage of students scored in the high, medium, and low strength profiles for the Types of Writing/Conventions of Standard English (Writing) assessment anchor on the 3rd grade ELA PSSA from 2014-15 to 2018-19? Were there different patterns by demographic characteristics?

Nearly all demographic groups saw a decline in the percentage of students scoring in the high strength profile on the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor between 2015-16 and 2018-19, with non-economically disadvantaged students, students with an IEP, and ELs decreasing by less than other groups.

The percentage of students who scored in the high strength profile on the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor decreased by 13 points between 2014-15 and 2018-19 (Figure 20). However, the medium strength profile was not an option for students during the 2014-15 year, thus it is more appropriate to compare performance between 2015-16 and 2018-19 for this assessment anchor. The percentage of students who scored in the high strength profile decreased by four points between 2015-16 and 2018-19.

Figure 20. The percentage of students who performed in the high, medium, or low strength profiles on the Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor

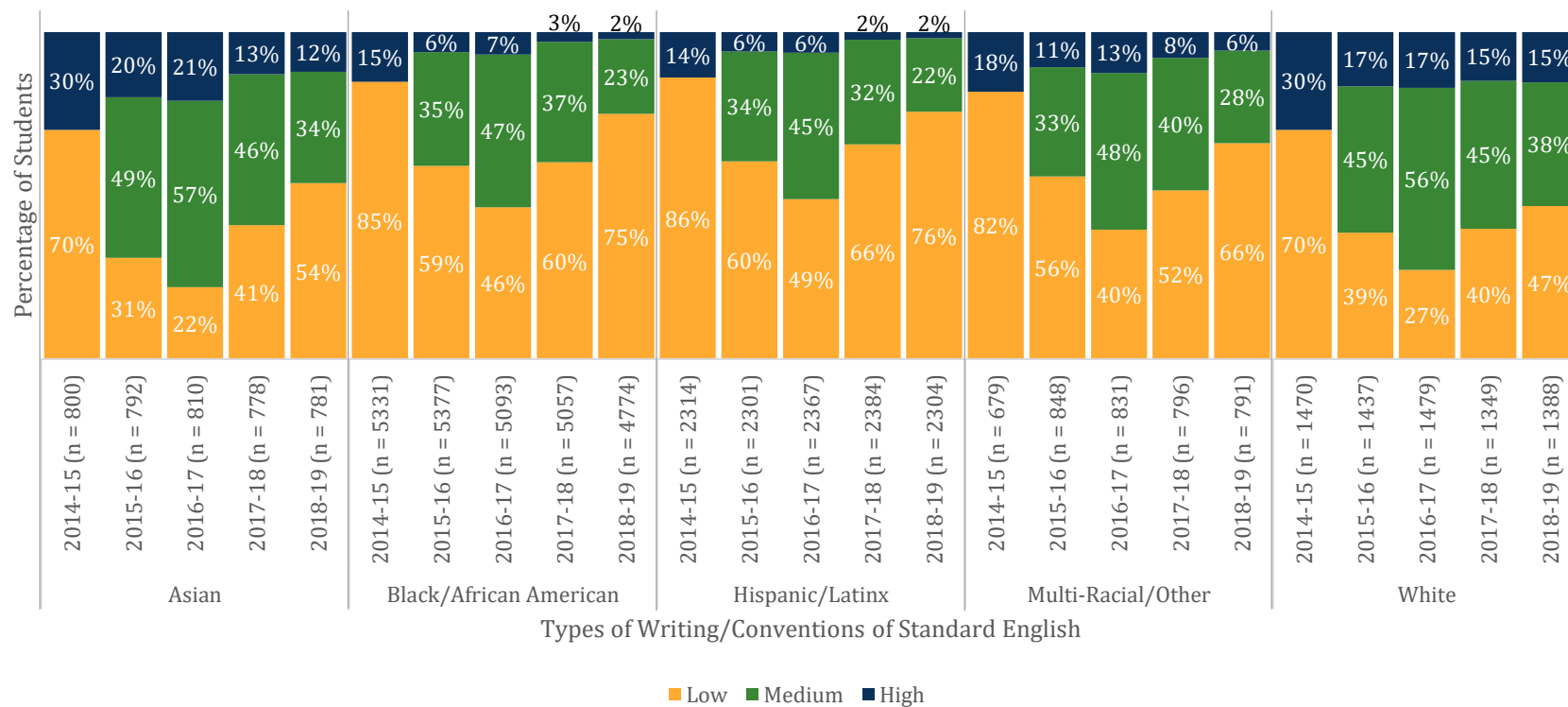


Source: PSSA Accountability File, accessed December 20, 2021

Note: Prior to 2017-18, this strength profile assessment was titled, Types of Writing. The medium strength profile was not an option for students during the 2014-15 year for the Types of Writing assessment anchor.

The percentage of Black/African American students and Hispanic/Latinx students who scored in the high strength profile on the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor decreased by four points between 2015-16 and 2018-19 (Figure 21). The percentage of Multi-Racial/Other students and Asian students who scored in the high strength profile decreased by five to eight points across the four years, and the percentage of White students who scored in the high strength profile decreased by two points.

Figure 21. The percentage of students who performed in the high, medium, or low strength profiles on the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor by race/ethnicity

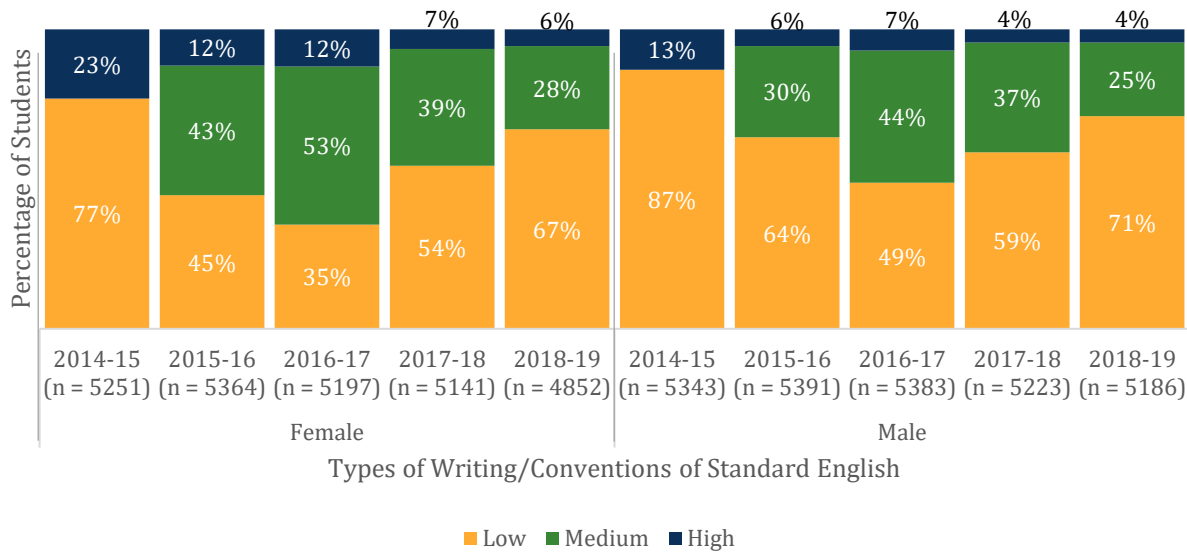


Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

Note: The medium strength profile was not an option for students during the 2014-15 year for the Types of Writing assessment anchor.

The percentage of female students who scored in the high strength profile on the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor decreased by six points between 2015-16 and 2018-19 (Figure 22). The percentage of male students who scored in the high strength profile decreased by two points across years.

Figure 22. The percentage of students who performed in the high, medium, or low strength profiles on the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor by gender

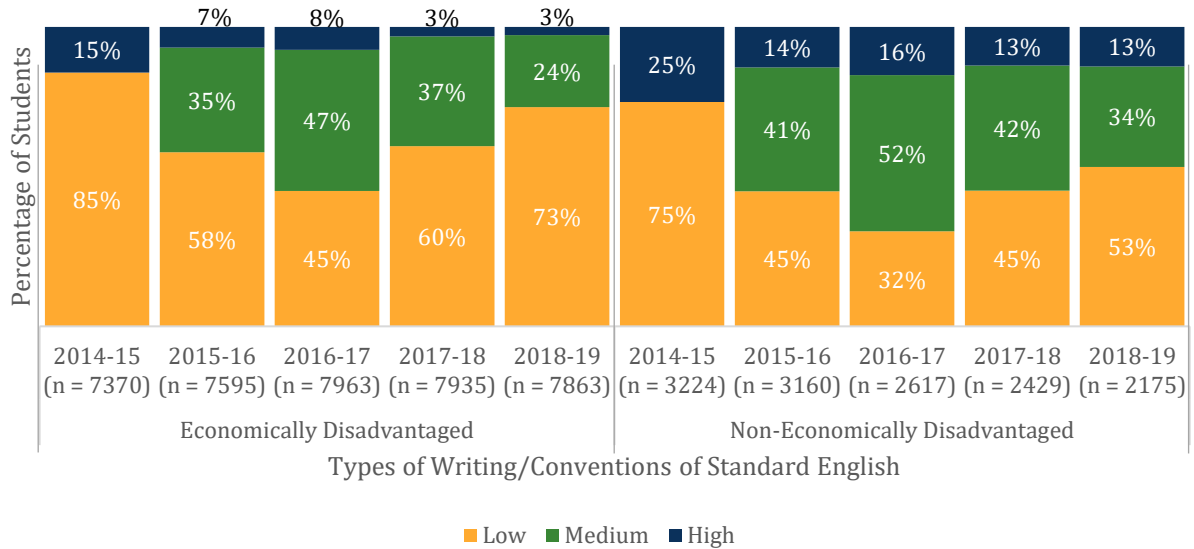


Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

Note: The medium strength profile was not an option for students during the 2014-15 year for the Types of Writing assessment anchor.

The percentage of economically disadvantaged students who scored in the high strength profile on the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor decreased by four points between 2015-16 and 2018-19 (Figure 23). The percentage of non-economically disadvantaged students who scored in the high strength profile decreased by one point across the four years.

Figure 23. The percentage of students who performed in the high, medium, or low strength profiles on the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor by economic disadvantage status

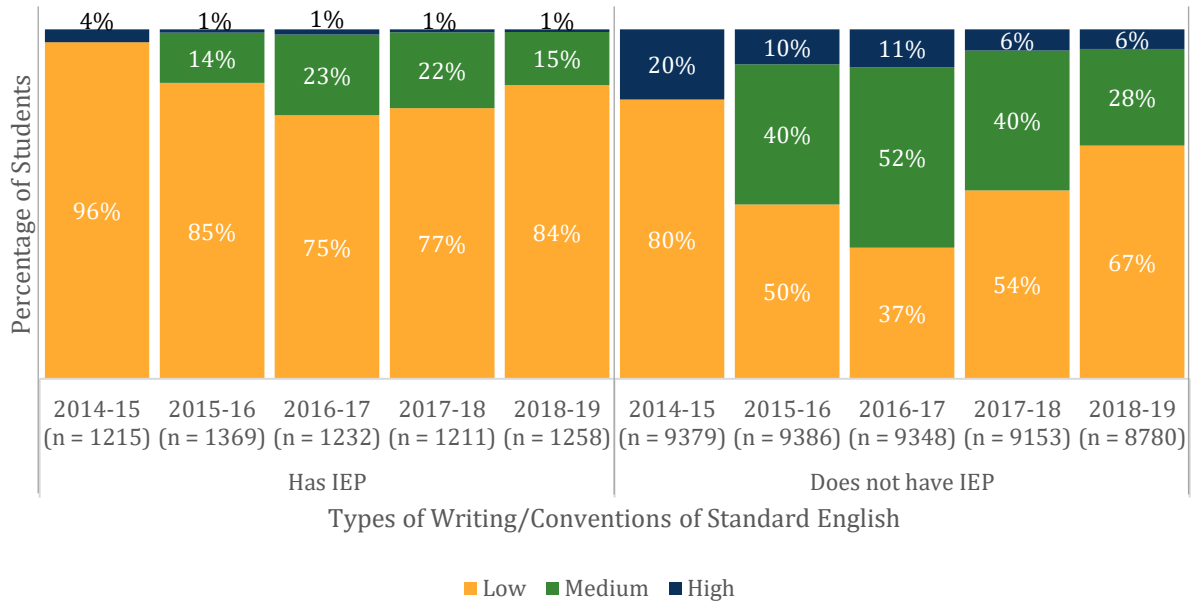


Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

Note: The medium strength profile was not an option for students during the 2014-15 year for the Types of Writing assessment anchor.

The percentage of students with an IEP who scored in the high strength profile on the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor did not change between 2015-16 and 2018-19 (Figure 24). The percentage of students without an IEP who scored in the high strength profile decreased by four points across the four years.

Figure 24. The percentage of students who performed in the high, medium, or low strength profiles on the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor by special education status

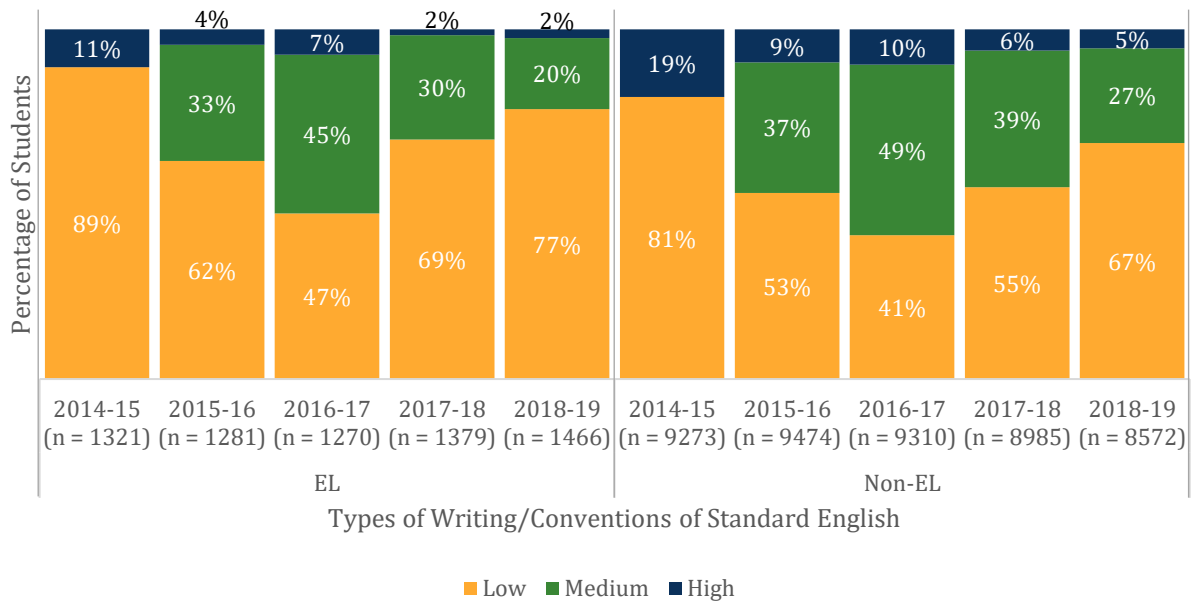


Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

Note: The medium strength profile was not an option for students during the 2014-15 year for the Types of Writing assessment anchor.

The percentage of ELs who scored in the high strength profile on the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor decreased by two points between 2015-16 and 2018-19 (Figure 25). The percentage of non-ELs who scored in the high strength profile decreased by four points across the four years.

Figure 25. The percentage of students who performed in the high, medium, or low strength profiles on the Types of Writing/Conventions of Standard English (Writing) 3rd grade ELA PSSA assessment anchor by English Learner (EL) status



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

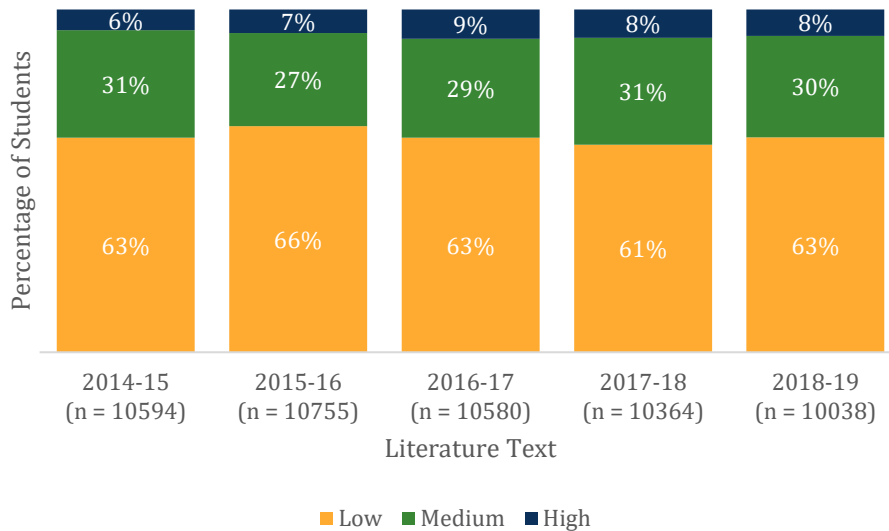
Note: The medium strength profile was not an option for students during the 2014-15 year for the Types of Writing assessment anchor.

What percentage of students scored in the high, medium, and low strength profiles for the Literature Text assessment anchor on the 3rd grade ELA PSSA from 2014-15 to 2018-19? Were there different patterns by demographic characteristics?

All demographic groups saw an increase in the percentage of students who scored in the high strength profile on the Literature Text 3rd grade ELA PSSA assessment anchor between 2014-15 and 2018-19, with the largest increase observed for non-economically disadvantaged students.

The percentage of students who scored in the high strength profile on the Literature Text 3rd grade ELA PSSA assessment anchor increased by two points between 2014-15 and 2018-19 (Figure 26).

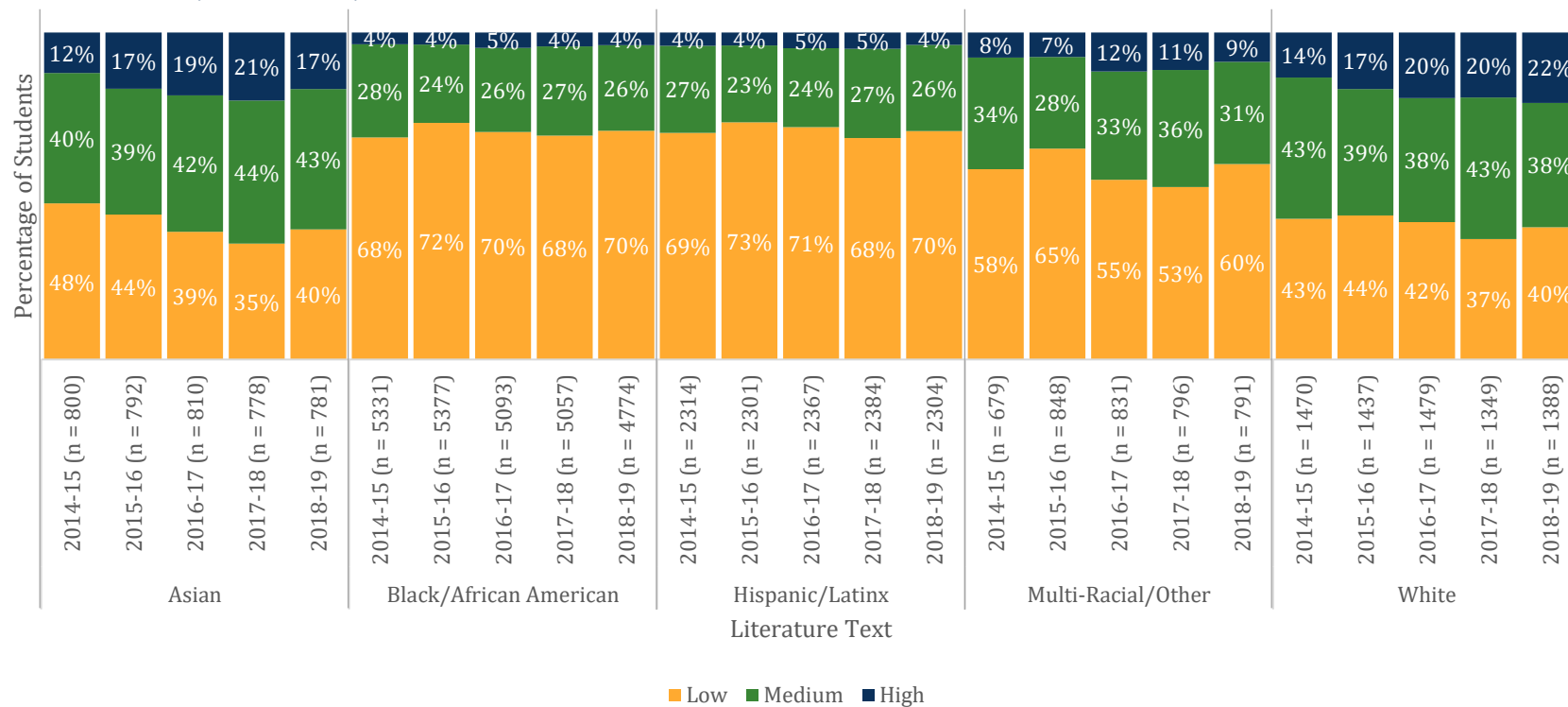
Figure 26. The percentage of students who performed in the high, medium, or low strength profiles on the Literature Text 3rd grade ELA PSSA assessment anchor



Source: PSSA Accountability File, accessed December 20, 2021

The percentage of Black/African American students, Hispanic/Latinx students, and Multi-Racial/Other students who scored in the high strength profile on the Literature Text 3rd grade ELA PSSA assessment anchor increased by zero to one point between 2014-15 and 2018-19 (Figure 27). The percentage of Asian students who scored in the high strength profile increased by five points across the five years, and the percentage of White students who scored in the high strength profile increased by eight points.

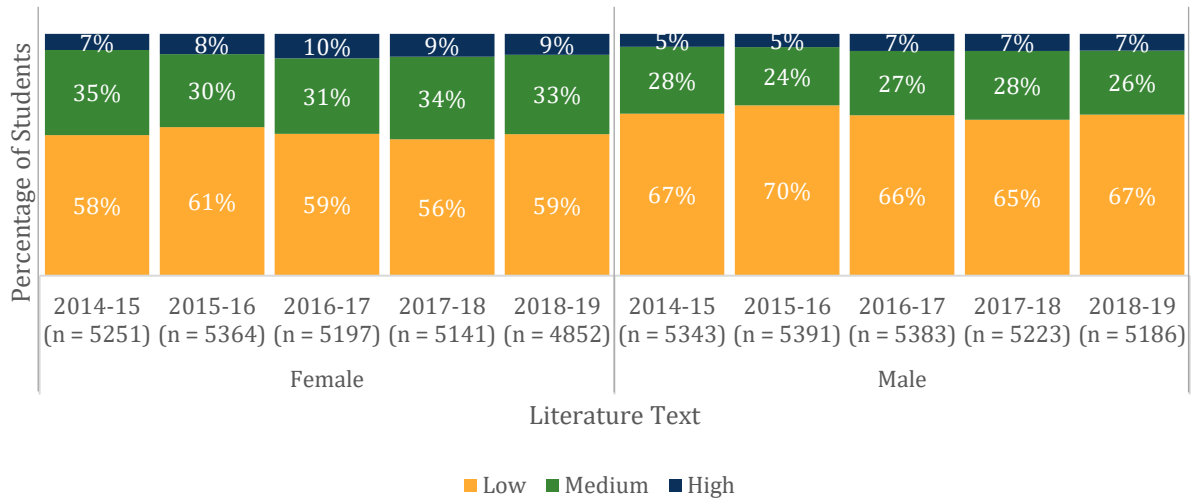
Figure 27. The percentage of students who performed in the high, medium, or low strength profiles on the Literature Text 3rd grade ELA PSSA assessment anchor by race/ethnicity



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of female and male students who scored in the high strength profile on the Literature Text 3rd grade ELA PSSA assessment anchor increased by two points between 2014-15 and 2018-19 (Figure 28).

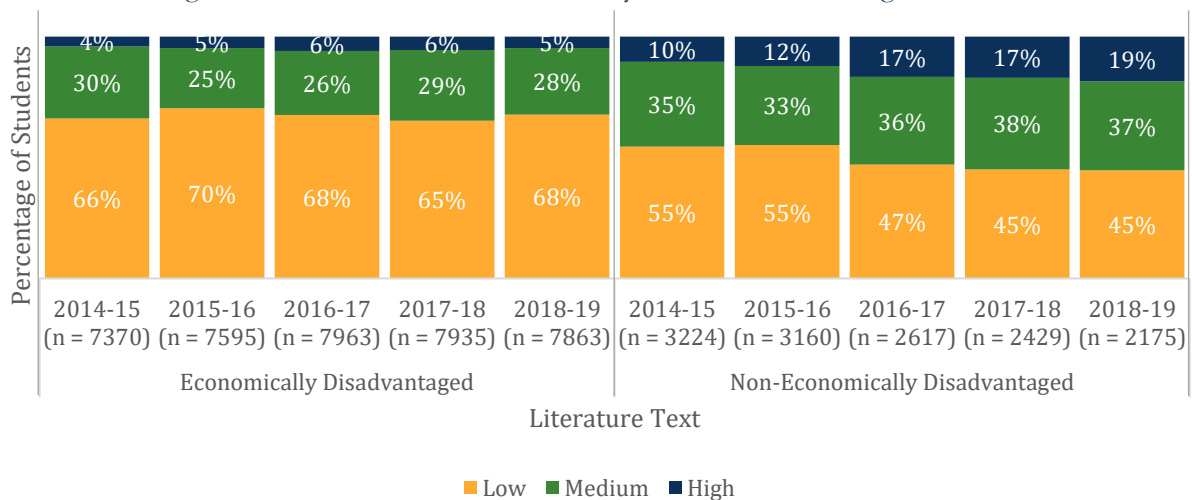
Figure 28. The percentage of students who performed in the high, medium, or low strength profiles on the Literature Text 3rd grade ELA PSSA assessment anchor by gender student



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of economically disadvantaged students who scored in the high strength profile on the Literature Text 3rd grade ELA PSSA assessment anchor increased by one point between 2014-15 and 2018-19 (Figure 29). In comparison, the percentage of non-economically disadvantaged students who scored in the high strength profile on the Literature Text 3rd grade ELA PSSA assessment anchor increased by nine points between 2014-15 and 2018-19.

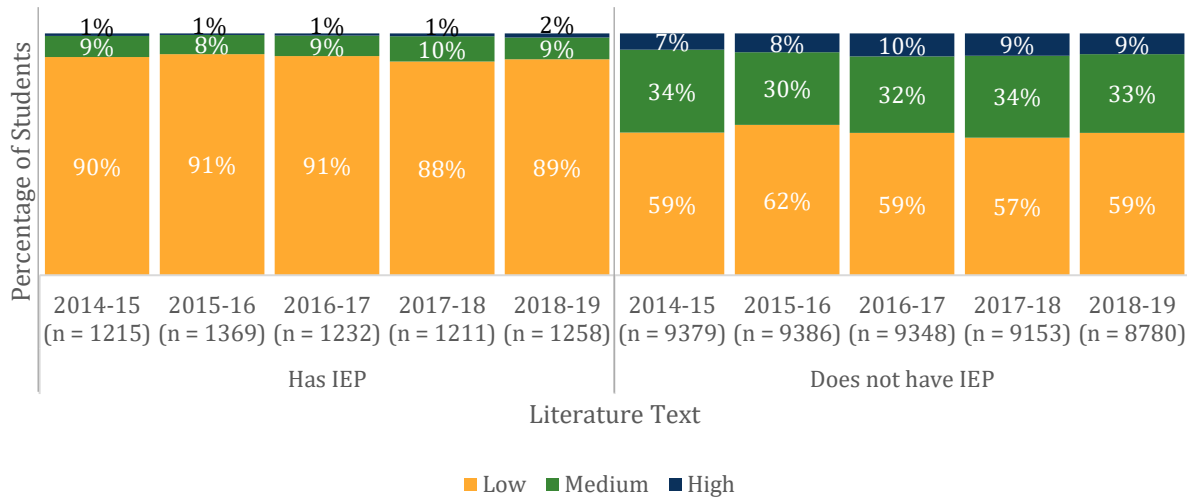
Figure 29. The percentage of students who performed in the high, medium, or low strength profiles on the Literature Text 3rd grade ELA PSSA assessment anchor by economic disadvantage status



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of students with an IEP who scored in the high strength profile on the Literature Text 3rd grade ELA PSSA assessment anchor increased by one point between 2014-15 and 2018-19 (Figure 30). In comparison, the percentage of students without an IEP who scored in the high strength profile increased by two points between 2014-15 and 2018-19.

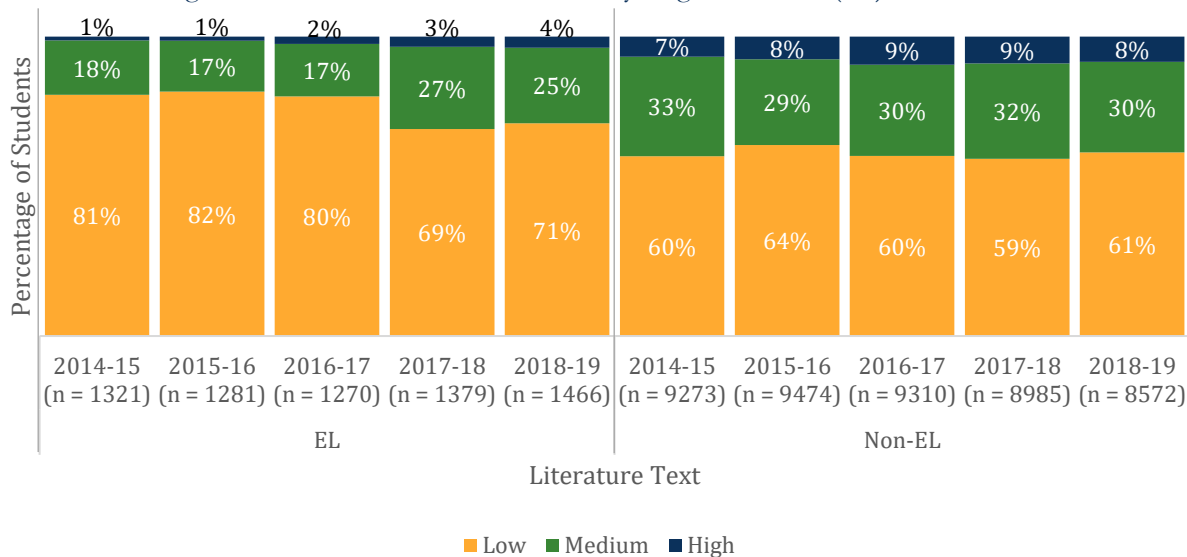
Figure 30. The percentage of students who performed in the high, medium, or low strength profiles on the Literature Text 3rd grade ELA PSSA assessment anchor by special education status



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of ELs who scored in the high strength profile on the Literature Text 3rd grade ELA PSSA assessment anchor increased by three points between 2014-15 and 2018-19 (Figure 31). In comparison, the percentage of non-ELs who scored in the high strength profile increased by one point between 2014-15 and 2018-19.

Figure 31. The percentage of students who performed in the high, medium, or low strength profiles on the Literature Text 3rd grade ELA PSSA assessment anchor by English Learner (EL) status



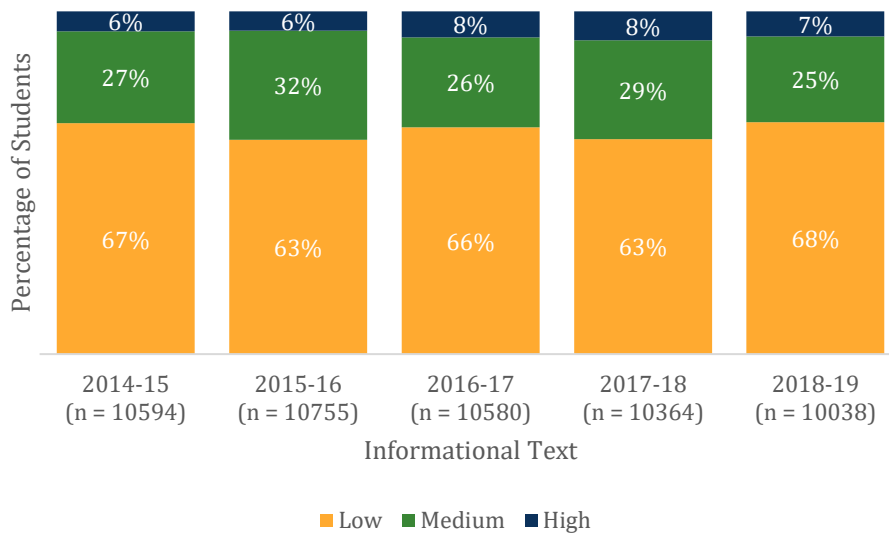
Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

What percentage of students scored in the high, medium, and low strength profiles for the Informational Text assessment anchor on the 3rd grade ELA PSSA from 2014-15 to 2018-19? Were there different patterns by demographic characteristics?

Most demographic groups saw an increase in the percentage of students who scored in the high strength profile on the Informational Text 3rd grade ELA PSSA assessment anchor between 2014-15 and 2018-19, but Black/African American students, Hispanic/Latinx students, Multi-Racial/Other students, and economically disadvantaged students saw no change.

The percentage of students who scored in the high strength profile on the Informational Text 3rd grade ELA PSSA assessment anchor increased by one point between 2014-15 and 2018-19 (Figure 32).

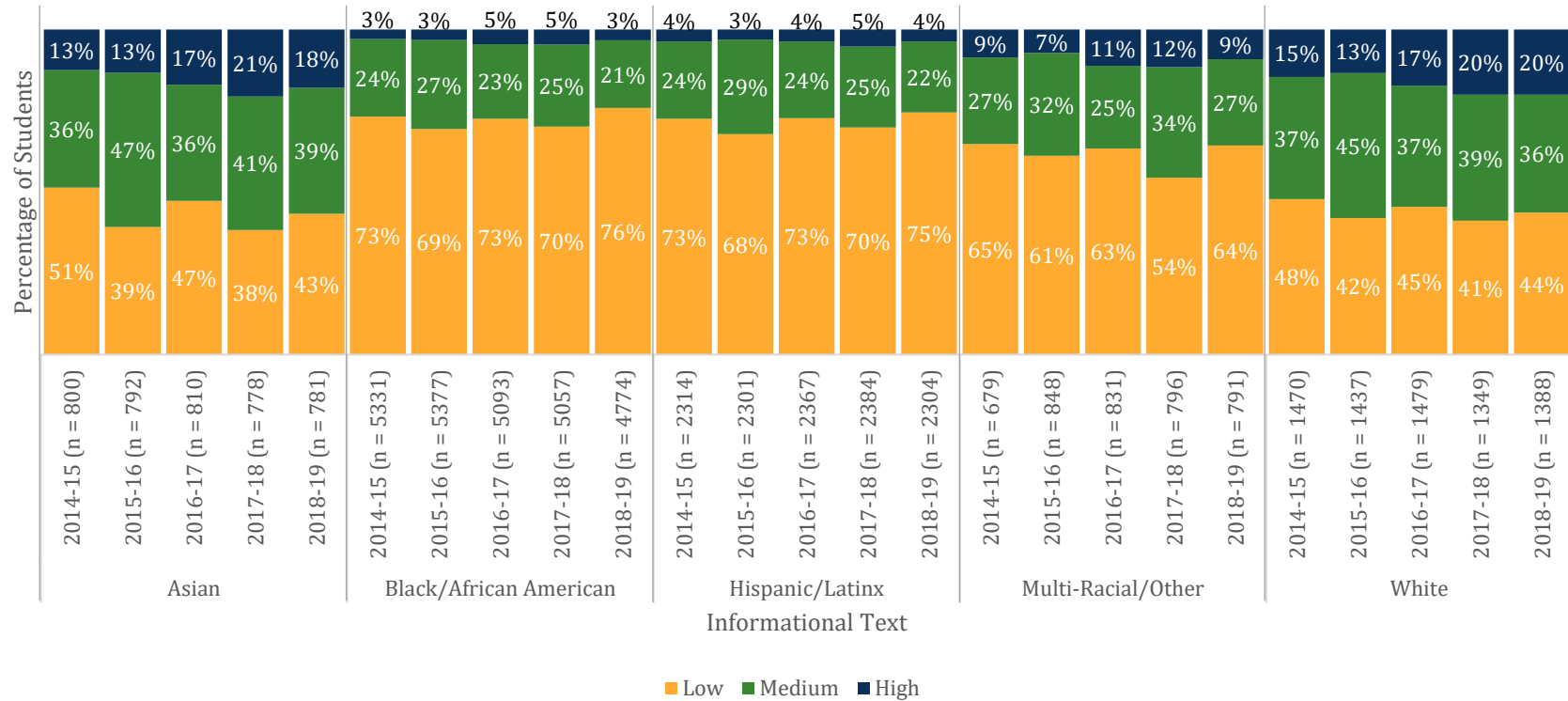
Figure 32. The percentage of students who performed in the high, medium, or low strength profiles on the Informational Text 3rd grade ELA PSSA assessment anchor



Source: PSSA Accountability File, accessed December 20, 2021

The percentage of Black/African American students, Hispanic/Latinx students, and Multi-Racial/Other students who scored in the high strength profile on the Informational Text 3rd grade ELA PSSA assessment anchor did not change between 2014-15 and 2018-19 (Figure 33). The percentage of Asian students and White students who scored in the high strength profile increased by five points across the five years.

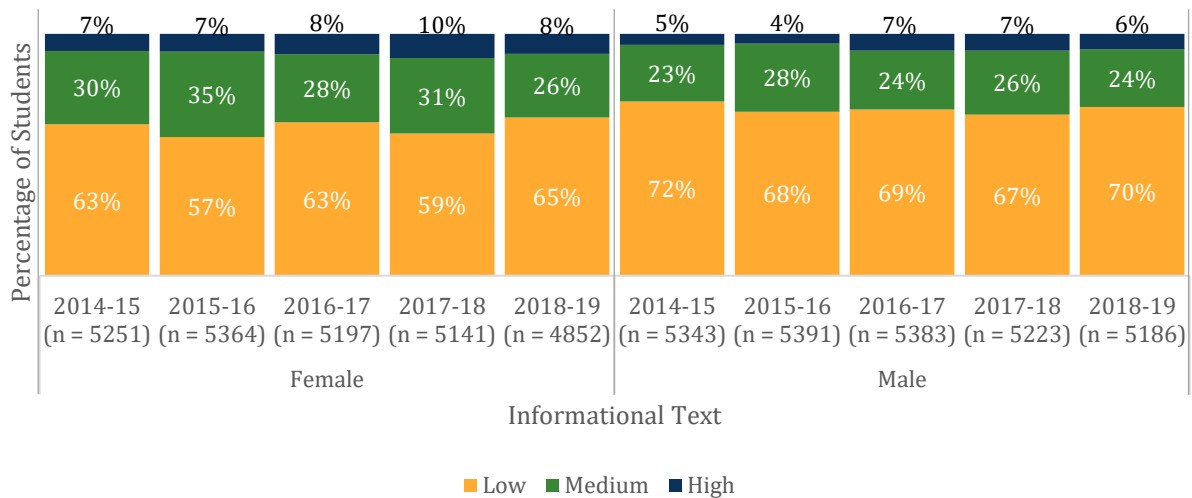
Figure 33. The percentage of students who performed in the high, medium, or low strength profiles on the Informational Text 3rd grade ELA PSSA assessment anchor by race/ethnicity



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of female and male students who scored in the high strength profile on the Informational Text 3rd grade ELA PSSA assessment anchor increased by one point between 2014-15 and 2018-19 (Figure 34).

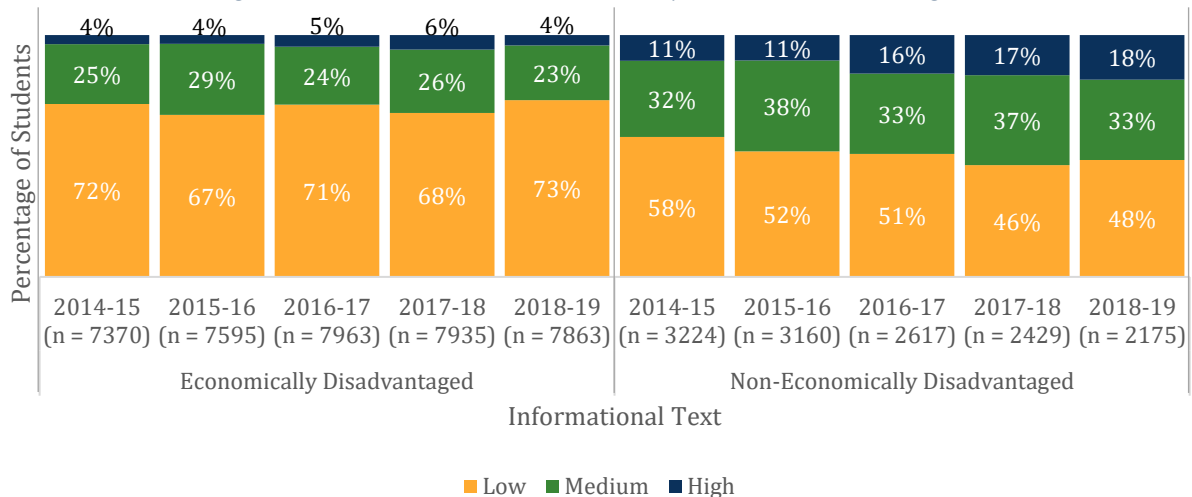
Figure 34. The percentage of students who performed in the high, medium, or low strength profiles on the Informational Text 3rd grade ELA PSSA assessment anchor by gender



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of economically disadvantaged students who scored in the high strength profile on the Informational Text 3rd grade ELA PSSA assessment anchor did not change between 2014-15 and 2018-19 (Figure 35). The percentage of non-economically disadvantaged students who scored in the high strength profile increased by seven points across the five years.

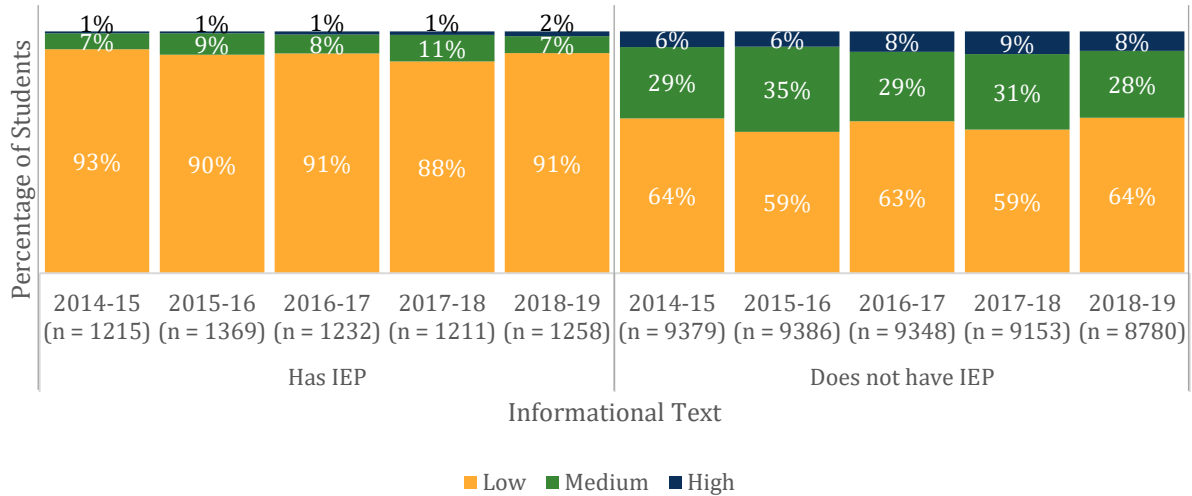
Figure 35. The percentage of students who performed in the high, medium, or low strength profiles on the Informational Text 3rd grade ELA PSSA assessment anchor by economic disadvantage status



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of students with an IEP who scored in the high strength profile on the Informational Text 3rd grade ELA PSSA assessment anchor increased by one point between 2014-15 and 2018-19 (Figure 36). The percentage of students without an IEP who scored in the high strength profile increased by two points across the five years.

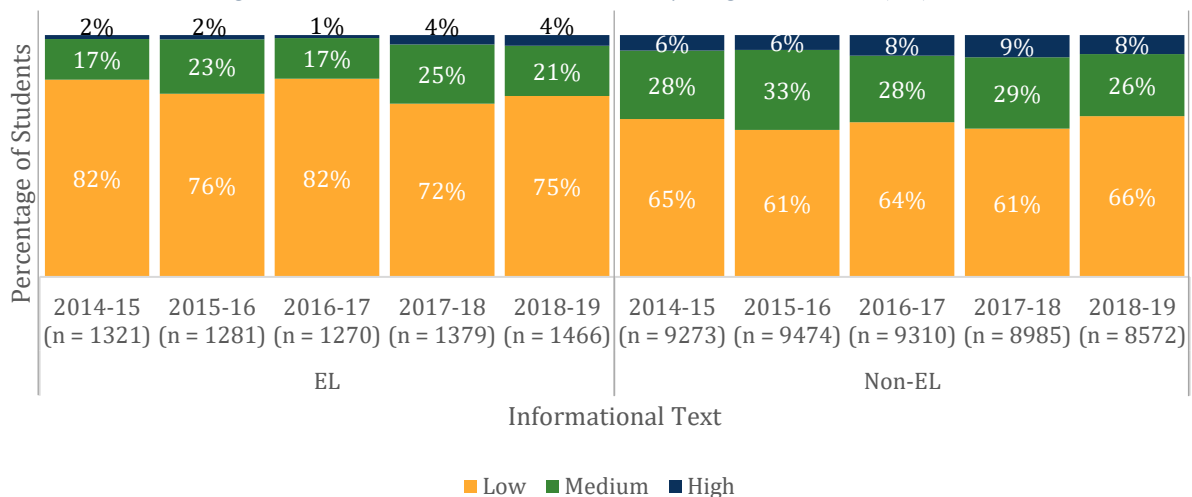
Figure 36. The percentage of students who performed in the high, medium, or low strength profiles on the Informational Text 3rd grade ELA PSSA assessment anchor by special education status



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

The percentage of ELs and Non-ELs who scored in the high strength profile on the Informational Text 3rd grade ELA PSSA assessment anchor increased by two points between 2014-15 and 2018-19 (Figure 37).

Figure 37. The percentage of students who performed in the high, medium, or low strength profiles on the Informational Text 3rd grade ELA PSSA assessment anchor by English Learner (EL) status



Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

Summary of Results

This report described the percentage of students who performed in each strength profile (high, medium, and low) on the six 3rd grade ELA PSSA assessment anchors from 2014-15 to 2018-19 by student demographic group.

From year to year, the number of questions asked per assessment anchor may change, and questions are not weighted equally in overall performance. Therefore, we cannot use raw number of questions answered correctly, and the strength profiles are used as an alternative measure to assess performance on the anchors over time.

Across most anchors, some consistent patterns emerged. In general, higher percentages of Asian and White students scored in the high strength profiles than students in other racial/ethnic groups. Similarly, there were slightly higher percentages of female students in the high strength profiles than male students. Additionally, there were smaller percentages of economically disadvantaged, students with an IEP, and English Learners scoring in the high strength profiles than their counterparts for each student group.

Each assessment anchor had slightly different patterns of results. For example, the percentage of students who scored in the high strength profile on Key Ideas and Details, Literature Text, and Informational Text increased between 2014-15 and 2018-19. In comparison, the percentage of students who scored in the high strength profile on Craft and Structure/Integration of Knowledge and Ideas, Vocabulary Acquisition and Use, and Types of Writing/Conventions of Standard English (Writing) decreased between 2014-15 and 2018-19.

Slightly different patterns of results were revealed for different demographic student groups by anchor as well. For Vocabulary Acquisition and Use and Types of Writing/Conventions of Standard English (Writing), while nearly all demographic groups saw a decrease in the percentage of students who scored in the high strength profile, the percentage of students with an IEP and ELs who scored in the high strength profile decreased by fewer points than any other demographic student group. In comparison, for Craft and Structure/Integration of Knowledge, when nearly all demographic groups saw a decrease in the percentage of students who scored in the high strength profile, Asian, non-economically disadvantaged, and ELs did not. Similarly, for Informational Text, while most demographic groups saw an increase in the percentage of students who scored in the high strength profile, Black/African American students, Hispanic/Latinx students, Multi-Racial/Other students, and economically disadvantaged students saw no change.

Appendix A

Table A1. Demographic sample of students included in the analyses

Student Characteristic	2014-15	2015-16	2016-17	2017-18	2018-19
Race/Ethnicity					
Asian	800	792	810	778	781
Black/African American	5,331	5,377	5,093	5,057	4,774
Hispanic/Latinx	2,314	2,301	2,367	2,384	2,304
Multi-Racial/Other	679	848	831	796	791
White	1,470	1,437	1,479	1,349	1,388
Gender					
Female	5,251	5,364	5,197	5,141	4,852
Male	5,343	5,391	5,383	5,223	5,186
Socio-Economic Status					
Economically Disadvantaged	7,370	7,595	7,963	7,935	7,863
Not Economically Disadvantaged	3,224	3,160	2,617	2,429	2,175
Special Education Status					
Students with IEPs	1,215	1,369	1,232	1,211	1,258
Students without IEPs	9,379	9,386	9,348	9,153	8,780
English Learner Status					
English Learner	1,321	1,281	1,270	1,379	1,466
Not an English Learner	9,273	9,474	9,310	8,985	8,572

Source: PSSA Accountability, accessed 12-20-21; Qlik Total Student Enrollment Yearly, accessed 11-17-21.

Note: Students who took the PASA do not receive strength profiles and therefore are not included in the current analyses