

Directions for Administering the English Language Arts (ELA) PSSA to Students with the Print on Demand Accommodation

In accordance with the Pennsylvania Department of Education’s Accommodation Guidelines, a student who is eligible for paper testing materials can be provided a locally-printed copy of a PSSA test. See the *Accommodations Guidelines* for eligibility guidelines. A Unique Accommodation Assurance must be submitted to PDE before selecting this accommodation in the DRC INSIGHT Portal.

A printable copy of a PSSA test, the **Print on Demand (POD)** form, is only accessible from the DRC INSIGHT Portal. The corresponding Print on Demand accommodation must be selected in the student’s record within the DRC INSIGHT Portal, and the student must be assigned to a test session within the DRC INSIGHT Portal for the POD form to be available. The test session will also be used to generate test tickets for the student that will deliver an online form that matches the student’s printed form. These tickets are necessary to ensure that the student’s responses to the printed form can be accurately transcribed into the matching online form.

The following directions will provide School Assessment Coordinators (SACs) and Test Administrators (TAs) with the information they need to: (1) Generate POD materials; (2) administer a POD test; and (3) transcribe the student’s responses on paper into the online test engine.

General Guidance

- For ease of administration, a student using the Print on Demand accommodation may be in a separate, small-group setting from the general testing population.
- A student using the Print on Demand accommodation should complete each section of the assessment in the order of the printed form, in the same order as the online testing population.
- The number of pages in each English Language Arts POD test is as follows.

Grade 3: Section 1 – pages 1 - 31; Section 2 – pages 32 - 47; Section 3 – pages 48 - 76

Grade 4: Section 1 – pages 1 - 37; Section 2 – pages 38 - 54; Section 3 – pages 56 - 80

Grade 5: Section 1 – pages 1 - 38; Section 2 – pages 40 - 58; Section 3 – pages 60 - 86

Grade 6: Section 1 – pages 1 - 40; Section 2 – pages 42 - 60; Section 3 – pages 62 - 86

Grade 7: Section 1 – pages 1 - 39; Section 2 – pages 40 - 56; Section 3 – pages 58 - 82

Grade 8: Section 1 – pages 1 - 40; Section 2 – pages 42 - 60; Section 3 – pages 62 - 86

- PDE strongly recommends that the student is provided with only the section of the printed form that is to be completed during the test session. For example, if the student is to complete ELA section 2, PDE strongly recommends the school only provides the printed pages for section 2.
 - The POD form is formatted such that all printed forms, whether printed single-sided or double-sided, can be separated at the section breaks without pages overlapping between sections.
 - The student’s name will be printed on each page of the POD form to ensure that the student is assigned the same form for administration and transcription.
- The ELA Print on Demand test is formatted so that the reading passages can be easily separated from the test for students who benefit from a side-by-side reference between a reading passage and the corresponding test questions. This approach allows a student to reference a reading passage without having to flip back through pages of the full test section.
 - Each reading passage falls within a blank page before and after the passage so that separating the passages will not impact any other portion of the test.
 - The passages can be separated from the test; however, the corresponding questions should stay within the test and should be administered in the sequence in which they appear on the test (i.e., schools cannot alter the test sequence by instructing students to answer the passage sets first, although students may take that approach on their own).
 - The name of the passage is contained within each of the corresponding questions to ensure that students reference the correct passage when answering the items.
 - When passages are separated from the tests, TAs should actively monitor the test takers to ensure they are referencing the correct passage when answering the corresponding test questions.
 - The passages are secure materials of the test. They must be collected with the rest of the test and destroyed after transcription.
- Students enrolled in grade 3 should be provided with a printed copy of the *General Description of Scoring Guidelines for Reading Short-Answer Questions*. The scoring guidelines can be found on PDE’s website and the DRC INSIGHT Portal.
- Students enrolled in grades 4 – 8 should be provided with a printed copy of the *Text-Dependent Analysis Scoring Guidelines*. The scoring guidelines can be found on PDE’s website and the DRC INSIGHT Portal.

- Students in grade 3 should receive the scoring guidelines for all three sections of the ELA test.
 - Students in grades 4 – 8 should receive the scoring guidelines for sections 2 and 3 of the ELA test only.
 - Schools are responsible for printing copies of the scoring guidelines—DRC does not provide a copy of the scoring guidelines.
- Students enrolled in grades 4-8 should be provided with a copy of the *Writer’s Checklist for the Text-Dependent Analysis Prompt* for sections 2 and 3 of their ELA tests. DRC will ship printed copies of the writer’s checklists to all schools. SACs can order additional writer’s checklists via the Additional Materials Ordering system in the DRC INSIGHT Portal.
- The *Writer’s Checklists for the Text-Dependent Analysis Prompt* can also be found on PDE’s website, the DRC INSIGHT Portal, and Appendix E of the *ELA Directions for Online Administration Manual*.
- SACs must provide a copy of the *Directions for Administering the English Language Arts (ELA) PSSA to Students with the Print on Demand Accommodation* (this document) and a copy of the *ELA Directions for Online Administration Manual* to all TAs assigned to proctor a POD test session.
- All TAs who administer the assessment to a student with the POD accommodation must follow the scripted text on pages 7 – 21 of this document.

Accessing Print on Demand Materials

The SAC or designee must mark the subject-specific accommodation, “Print on Demand Paper Form,” in the student’s record within the DRC INSIGHT Portal.

- The accommodation must be selected prior to placing the student in a test session.
 - The accommodation will ensure the student is assigned the correct online form number of the test for transcription.

The student must be placed into a test session for the Content Area (English Language Arts) that will be administered via the Print on Demand form.

- Once the SAC places the student into a test session, the SAC can generate a test ticket for the student.
 - School personnel will only use the test ticket to transcribe the student’s responses from the POD form into an online test form.
- The student can be placed into a test session with other students who are participating online or can be placed into a test session specific to the POD administration.

No sooner than two weeks prior to the start of the test administration, the SAC can access the Print on Demand test via the Test Management >> Manage Test Sessions functionality of the DRC INSIGHT Portal.

- Approximately two weeks prior to the start of the test administration, all District Assessment Coordinators will receive the following DRC INSIGHT Portal permission for accessing the POD form: “Test Session - Print Test.”
 - District Assessment Coordinators (DACs) must assign the same permission to any SAC who needs to access a Print on Demand form.

To generate a Print on Demand form (PDF) for printing, the SAC or designee must do the following.

- Navigate to Test Management >> Manage Test Sessions in the DRC INSIGHT Portal, enter search criteria to locate the student’s test session(s), and click the “Show Sessions” button.
- From the list of test sessions (Session Detail), click the Print Test/Item icon for the applicable test session.

Manage Test Sessions | Upload Multiple Test Sessions

Instructions

* Indicates required fields

Administration: 2025 Spring Keystone Exams *
 District: SAMPLE DISTRICT - 412345
 School: SAMPLE SCHOOL 1 - 012345

Last Name:
 First Name:
 PAsecureID:

Session:
 Teacher: (All)

Content Area: (All)
 Assessment: (All)

Show Sessions | Print All Tickets

Sessions | Status Summary

Instructions

Session Detail

Select	District	School	Session Name	Assessment	Status	Begin Date	End Date	Action
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only Sample School	DRS first test	G3 ELA Released	Not Started			       
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only Sample School	drs test 2	G4 ELA Secure	Not Started			       

Print Test Icon

- Click the “Print Test” icon from the Session Detail which will cause the following grid to display for students with the “Print on Demand Paper Form” accommodation marked.

Print Test/Item

Instructions

Print Test/Item for Paperprinting

Select	Last Name	First Name	Item	Date Requested	View Count	Action
<input type="checkbox"/>	ErrorStudentLast	InvalidValueYes	Test	5/1/2025 8:37:32 AM	1	 Print Test/I

Print Selected | Print All Unprinted | Refresh | Close

- Click the “Print Test” icon from this grid, which will send a PDF of the POD form to the computer’s Print screen.
 - The SAC should print each student’s Print on Demand form exactly once, and the SAC may not save the PDF or the contents of the POD form in any manner. **Doing so will be considered a direct violation of test security.**

- The Print Test/Item grid will record each time the POD form is viewed for printing (View Count), and the DAC and SAC must document any circumstances that require re-printing the form (e.g., paper jam or other printer failure).
- The student’s name will appear on each page of the POD form in the upper, right-hand corner.
 - Accordingly, the SAC must print a unique form for each student requiring the POD accommodation (i.e., schools must not print or make multiple copies of one student’s POD form for distribution to other students).
- All POD forms should be printed on 8.5 x 11 paper, and “fit” should be selected under “Page Size & Handling.”
- Rubber bands, paper clips, or folders may be used to hold the test together until test administration. POD forms should not be stapled or hole-punched.
- **The printed POD forms are secure test materials and must be securely stored until distribution on the day of test administration.**

Administering the Print on Demand Tests

Prior to administration, the SAC must provide the *ELA Directions for Online Administration Manual* (DFA) to any TA responsible for a POD administration and ensure the TA has reviewed the DFA. The DFA content from “Part I: Important Information” and “Part II: General Assessment Information” contains administration information that is applicable to all test administrations.

On the day of assessment, TAs must adhere to the following directions to ensure that all Print on Demand administrations are proctored the same across Pennsylvania.

A. Getting Started with the Assessment

Provide two sharpened pencils with good erasers to the students. The students should not use a pen. Make certain that no student is in possession of a cell phone, camera, smartphone, smart glasses, earbuds, or other unapproved electronic device. **Collect all unapproved electronic devices prior to distribution any assessment materials.**

Say:

Welcome to the PSSA. I will now distribute the test. Do not turn past the first page until I tell you to do so.

First, distribute the test with the front cover facing up.

The student’s name will be printed on the top right corner of each page of the test. Contact the SAC if you do not have a test with the student’s name printed on the cover. There is also a space on the front page for students to write their own names.

Say:

Today we will begin the PSSA in English Language Arts. Each of you should have a Grade [say grade] English Language Arts test. Do not turn past the first page until I tell you to do so.

When all students are ready, say:

Underneath the space for you to write your name is a box labeled CODE OF CONDUCT. Read the statement inside this box silently as I read it aloud. “I have read, or have had read to me, the Code of Conduct for Test Takers. By marking this bubble, I verify that I understand the directions in the code.” If you understand the *Code of Conduct for Test Takers*, darken the circle inside the box now. If you have questions about the *Code of Conduct for Test Takers*, raise your hand.

Pause to assist students as necessary. Answer student questions until all students understand the *Code of Conduct for Test Takers* and darken the circle inside the box. (The *Code of Conduct for Test Takers* can be found in Appendix F of the *ELA Directions for Online Administration Manual*.) When students are ready, continue with the next section.

When all students are ready, say:

Underneath the Code of Conduct is a box labeled ATTENTION. Read the statement inside this box silently as I read it aloud. “ATTENTION DO NOT PHOTOGRAPH, COPY OR REPRODUCE MATERIAL FROM THIS ASSESSMENT IN ANY MANNER. All material contained in this assessment is secure and copyrighted material owned by the Pennsylvania Department of Education.

Copying of material in any manner, including the taking of a photograph, is a violation of the federal Copyright Act. Penalties for violations of the Copyright Act may include the cost of replacing the compromised test item(s) or a fine of no less than \$750 up to \$30,000 for a single violation.”

B. Administer Section 1—ELA

When all students are ready, say:

➤ GRADE 3 ONLY

I will now distribute scratch paper and a reference sheet.

Distribute scratch paper and the *General Description of Scoring Guidelines for Reading Short-Answer Questions*.

➤ GRADES 4–8 ONLY

I will now distribute scratch paper.

Distribute scratch paper.

When all students are ready, say:

Now we are ready to begin Section 1—English Language Arts. For all questions, you may write on your test and may also use scratch paper.

For most questions, you will select your answer from among a set of answer choices. Be sure to select the number of answers required for each question. You may cross out the letters to eliminate answer choices. You may also cross out the words/numbers next to the answer letters.

For other questions, you will read passages and answer questions about the passages. Some questions will have more than one part, and you will select one or more answers in each part.

You will record your responses to all questions in your test only. Only responses recorded in your test will be scored. The PSSA is an untimed assessment. You may take as much time as you need to complete this section. Are there any questions?

Answer all questions. When all students are ready, say:

Open your test to page 2.

Pause while students find the correct page in their tests. The directions on pages 2 and 3 of the test may be repeated to students as needed during the administration of Section 1. When all students are ready, say:

Look at the directions on page 2. Read the directions silently as I read them aloud.

Continue speaking.

On the following pages are the English Language Arts questions.

There are several types of questions.

Now look at the first box on page 2. It is labeled “Conventions of Standard English Questions.” Read the directions in the first box silently as I read them aloud.

Some questions have only one part and will ask you to select an answer from the choices provided. Only one of the choices provided is correct.

- *Read each question and choose the best answer.*
- *Record your choice in the answer booklet.*

Some questions may have more than one part and will ask you to select an answer from the choices provided for each part. Only one of the choices provided for each part is correct.

- *Read each question and choose the best answer for each part.*
- *Record your choice in the answer booklet.*

Some questions may require you to interact with the question to make a response. Be sure to read the directions carefully. You cannot receive full credit without providing a complete response.

Are there any questions?

Answer all questions. When all students are ready, say:

Now look at the second box on page 2. It is labeled “Reading Passages Questions.” Read the directions in the second box silently as I read them aloud.

Some questions have only one part and will ask you to select an answer from the choices provided. Only one of the choices provided is correct. You may look back at the passage to help you answer the question.

- *First, read the passage carefully.*
- *Read each question and choose the best answer.*
- *Record your answer in the answer booklet.*

Some questions may have more than one part and will ask you to select an answer from the choices provided for each part. Only one of the choices provided for each part is correct. You may look back at the passage to help you answer the question.

- *First, read the passage carefully.*
- *Read each question and choose the best answer for each part.*
- *Record your answer for each part in the answer booklet.*

Are there any questions?

Answer all questions. Have the students turn to page 3. When all students are ready, say:

Now look at the first box on page 3. It is labeled “Reading Passage Evidence-Based Selected-Response Questions.” Read the directions in the first box silently as I read them aloud.

These questions have two parts and will ask you to select one or more answers in each part. Only one of the choices provided in Part One is correct. If Part Two

tells you to select two answers, be sure to select two answers. You may look back at the passage to help you answer both parts of the question.

- **Read Part One of the question and choose the best answer.**
- **Record your answer to Part One in the booklet.**
- **Read Part Two of the question and choose the evidence to support your answer for Part One.**
- **Record your answer or answers to Part Two in the booklet.**

Are there any questions?

Answer all questions. When all students are ready, say:

➤ **GRADE 3 ONLY**

Now look at the second box on page 3. It is labeled “Reading Passage Short-Answer Questions.” Read the directions in the second box silently as I read them aloud.

These questions will require you to write your responses. You may look back at the passage to help you answer the question.

- **Be sure to read each short-answer question carefully.**
- **Write your response in the appropriate space in the booklet. If you use scratch paper to write a rough draft, be sure to transfer your final response to the booklet.**

Are there any questions?

Answer all questions. When all students are ready, say:

Now look at the reference sheet that I passed out along with your scratch paper.

Pause while students look at the *General Description of Scoring Guidelines for Reading Short-Answer Questions*. When all students are ready, say:

This is an example of the scoring guidelines that professional scorers will use to evaluate your short-answer responses. You may refer to the *General Description of Scoring Guidelines* at any time while responding to the questions that require you to write a short response. Do not write on the reference sheet, as you will use them for other sections of the test. Are there any questions?

Continue speaking for all grades.

We are now ready to start Section 1. Turn to page 4 in your test. In the bottom right-hand corner, you will see a “GO ON” arrow.

This arrow indicates that you are not yet finished with Section 1 and you are to continue on to the next page. Follow the “GO ON” arrows. Continue until you complete all of the questions in Section 1. At the end of Section 1 you will see a “STOP” sign.

Remember to complete all questions in Section 1 and to mark only the required number of correct answers for each multiple-choice question in your test.

If you complete Section 1 before the testing session is over, you may check your work for questions ONLY in Section 1. [If the students' booklets include all sections, say, "Do not look ahead to Section 2 or Section 3.]" After you have checked your work, make sure you have completely erased wherever you have changed an answer or have made a stray mark in your test or have written on your reference sheet. Then close your test so I will know you have finished. I will collect your test materials when you finish. You may sit quietly, read for pleasure, or read non-content-related materials until the rest of the class completes Section 1. Are there any questions?

Answer all questions. When all students are ready, say:

You may begin.

Important Notes: Students who finish early may sit quietly, read for pleasure, or read non-content-related materials until all students have finished. Reading for pleasure includes magazines along with fiction text, such as novels, short stories, poetry, etc. Reading anything that may include information related to the content area being assessed is not allowed. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

While students are taking the assessment, be available to repeat test directions and/or direct students to the correct section of the test. Encourage students to try all of the tasks (questions) and to complete the assessment. An incorrect answer is scored the same as a blank answer. TAs may encourage the group of students without providing any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should "check" an answer or that the student has answered an item incorrectly. You may, however, provide clarification of test directions and/or direct the student to the correct section of the test. The directions on pages 2 and 3 of the test may be repeated to students as needed during the administration of Section 1.

Each section has a shape or shapes in the header with the number of the section inside the shape(s) so that the section can be easily identified. There is one circle in the header of all pages in Section 1. While students are taking the assessment, ensure that students are working in the correct section of the test. For security purposes, PDE strongly recommends that students are provided with only the test pages for the section that is being administered in each test session.

The testing time for this section is estimated to be 70 to 80 minutes, but the actual administration time may vary. Collect test materials, including scratch/grid paper and any other paper on which students have written, when students are finished testing rather than allowing the student to keep the test. TAs should ask the students if they have completed all of the items listed for this section. The TAs should ask the question as they collect completed materials from individual students.

End the session when all students have completed the section or when you are at the end of the scheduled time. Provide each student with sufficient time to finish the assessment. Provide additional time to any student who is continuing to make reasonable progress on the assessment. For more information about Extended Testing Time, see Part II: General Assessment Information in the *Directions for Online Administration Manual*. When you have confirmed that approximately five minutes remain in the testing time for the group and not all students have finished, say:

This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer. If you need additional time to complete this section, I will provide additional directions to you.

At the end of the scheduled time, say:

Close your test. If you are finished, I will collect your test, reference sheet, scratch paper, and any other paper on which you have written. Your testing session will then be complete. If you need more time, let me know, and you will be provided with an extended session and given additional direction.

Only students who have completed Section 1 may move on to Section 2. Students who need additional time should be provided an extended session setting. For students moving on to Section 2, say:

You are going to take Section 2 at another time [*state whether it's the same day or a different day*]. **I will now collect any remaining test materials.**

Collect any remaining tests, reference sheets, scratch paper, and any other paper on which students have written. TAs must ensure that all pages of Section 1 have been returned by each student before dismissing students from the test session. All assessment materials must remain secure at all times.

Return all tests and secure materials immediately to the SAC or the SAC's designee for secure storage, **even if Section 2 will be administered later in the day**. Return reference sheets, used scratch paper, and any other paper on which students have written to the SAC or the SAC's designee. The SAC or the SAC's designee will shred all reference sheets and scratch paper upon which students have written. **Note:** Do **NOT** review student responses to test questions **for any reason**. Do **NOT** place scratch/grid paper inside the test pages.

C. Administer Section 2—ELA

Provide two sharpened pencils with good erasers to the students. The students should not use a pen. Make certain that no student is in possession of a cell phone, camera, smartphone, earbuds, or other unapproved electronic device. **Collect all unapproved electronic devices prior to distribution any assessment materials.** Distribute tests to students, making certain each student has the correct test. The scratch/grid paper must be blank, and the reference sheets must have no additional writing.

If you are providing students with Section 2 of their test only, say:

Check to make sure your name is on the top, right hand corner of the test.

If you are providing students with their entire tests, say:

Check to make sure your name is on the front cover of the test.

When all students are ready, say:

I will now distribute scratch paper and reference sheets.

Distribute scratch paper, the *General Description of Scoring Guidelines for Reading Short-Answer Questions* [grade 3 only], the *Text-Dependent Analysis Writer's Checklist for the Text-Dependent Analysis Prompt* [grades 4 – 8 only], and the *Text-Dependent Analysis Scoring Guidelines* [grades 4 – 8 only].

When all students are ready, say:

Now we are ready to begin Section 2—English Language Arts. For all questions, you may write on your test and may also use scratch paper.

For most questions, you will select your answer from among a set of answer choices. Be sure to select the number of answers required for each question. You may cross out the letters to eliminate answer choices. You may also cross out the words/numbers next to the answer letters.

For other questions, you will read passages and answer questions about the passages. Some questions will have more than one part, and you will select one or more answers in each part.

You will record your responses to all questions in your test only. Only responses recorded in your test will be scored. The PSSA is an untimed assessment. You may take as much time as you need to complete this section. Are there any questions?

Answer all questions. When all students are ready, say:

Open your test to the directions for Section 2.

Pause while students find the correct page in their tests.

Note: The directions are printed on the first two pages of Section 2. If students receive only Section 2 of their ELA tests, the directions will appear on the first two pages of their tests. If students are given their entire tests, TAs should refer to page 1 of this document to determine the page on which Section 2 begins.

When all students are ready, say:

Look at the directions and read them silently as I read them aloud.

Continue speaking.

On the following pages are the English Language Arts questions.

There are several types of questions.

Now look at the first box on the first page of directions. It is labeled “Conventions of Standard English Questions.” Read the directions in the first box silently as I read them aloud.

Some questions have only one part and will ask you to select an answer from the choices provided. Only one of the choices provided is correct.

- ***Read each question and choose the best answer.***
- ***Record your choice in the answer booklet.***

Some questions may have more than one part and will ask you to select an answer from the choices provided for each part. Only one of the choices provided for each part is correct.

- ***Read each question and choose the best answer for each part.***
- ***Record your choice in the answer booklet.***

Some questions may require you to interact with the question to make a response. Be sure to read the directions carefully. You cannot receive full credit without providing a complete response.

Are there any questions?

Answer all questions. When all students are ready, say:

Now look at the second box. It is labeled “Reading Passages Questions.” Read the directions in the second box silently as I read them aloud.

Some questions have only one part and will ask you to select an answer from the choices provided. Only one of the choices provided is correct. You may look back at the passage to help you answer the question.

- ***First, read the passage carefully.***
- ***Read each question and choose the best answer.***
- ***Record your answer in the answer booklet.***

Some questions may have more than one part and will ask you to select an answer from the choices provided for each part. Only one of the choices provided for each part is correct. You may look back at the passage to help you answer the question.

- ***First, read the passage carefully.***
- ***Read each question and choose the best answer for each part.***
- ***Record your answer for each part in the answer booklet.***

Are there any questions?

Answer all questions. Have the students turn to the second page of directions. When all students are ready, say:

➤ GRADE 3 ONLY

Now look at the box on the second page of directions. It is labeled “Reading Passages Questions.” Read the directions in the second box silently as I read them aloud.

Some questions have only one part and will ask you to select an answer from the choices provided. Only one of the choices provided is correct. You may look back at the passage to help you answer the question.

- ***First, read the passage carefully.***
- ***Read each question and choose the best answer.***
- ***Record your answer in the answer booklet.***

Are there any questions?

Answer all questions. When all students are ready, say:

Now look at the reference sheet that I passed out along with your scratch paper.

Pause while students look at the *ELA General Description of Scoring Guidelines*. When all students are ready, say:

This is an example of the scoring guidelines that professional scorers will use to evaluate your short-answer responses. You may refer to the *General Description of Scoring Guidelines* at any time while responding to the questions

that require you to write a short response. Do not write on the reference sheet, as you will use them for other sections of the test. Are there any questions?

➤ **GRADES 4–8 ONLY**

Now look at the box on the second page of directions. It is labeled “Text-Dependent Analysis (TDA) Prompt.” Read the directions in the second box as I read them aloud.

The English Language Arts TDA prompt will ask you to analyze the passage and use evidence from the passage to write an essay. You may look back at the passage to help you write your essay.

- *Be sure to read the passage and TDA prompt carefully.*
- *Review the Writer’s Checklist to help you plan and organize your essay.*
- *Write your essay in the appropriate space in the booklet.*
- *If you use scratch paper to write a rough draft, be sure to transfer your final essay to the booklet.*
- *Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.*

Are there any questions?

Answer all questions. When all students are ready, say:

Now look at the reference sheets that I passed out along with your scratch paper.

Pause while students look at the *Writer’s Checklist for the Text-Dependent Analysis Prompt* and the *Text-Dependent Analysis Scoring Guidelines*. When all students are ready, say:

The first reference sheet is a copy of a writer’s checklist that is also included in your test on the page facing your text-dependent analysis prompt. The second reference sheet is an example of the scoring guidelines that professional scorers will use to evaluate your responses to the text-dependent analysis prompt. You may refer to the scoring guidelines at any time while responding to the text-dependent analysis prompt. Do not write on the reference sheets. Are there any questions?

Answer all questions. Continue speaking for all grades.

We are now ready to start Section 2. Turn to the next page in your test. In the bottom right-hand corner, you will see a “GO ON” arrow.

This arrow indicates that you are not yet finished with Section 2 and you are to continue on to the next page. Follow the “GO ON” arrows. Continue until you complete all of the questions in Section 2. At the end of Section 2 you will see a “STOP” sign.

Remember to complete all questions in Section 2 and to mark only the required number of correct answers for each multiple-choice question in your test.

If you complete Section 2 before the testing session is over, you may check your work for questions ONLY in Section 2. [If the students' tests include all sections, say, "Do not look back to Section 1 or ahead to Section 3.]" After you have checked your work, make sure you have completely erased wherever you have changed an answer or have made a stray mark in your test or have written on your reference sheet. Then close your test so I will know you have finished. I will collect your test materials when you finish. You may sit quietly, read for pleasure, or read non-content-related materials until the rest of the class completes Section 2. Are there any questions?

Answer all questions. When all students are ready, say:

You may begin.

Note: Students who finish early may sit quietly, read for pleasure, or read non-content-related materials until all students have finished. Reading for pleasure includes magazines along with fiction text, such as novels, short stories, poetry, etc. Reading anything that may include information related to the content area being assessed is not allowed. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

While students are taking the assessment, be available to repeat test directions and/or direct students to the correct section of the test. Encourage students to try all of the tasks (questions) and to complete the assessment. An incorrect answer is scored the same as a blank answer. TAs may encourage the group of students without providing any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should "check" an answer or that the student has answered an item incorrectly. You may, however, provide clarification of test directions and/or direct the student to the correct section of the test. The directions in the test may be repeated to students as needed during the administration of Section 2.

There are two half circles in the header of all pages in Section 2. While students are taking the assessment, ensure that students are working in the correct section of the test. For security purposes, PDE strongly recommends that students are provided with only the test pages for the section that is being administered in each test session.

The testing time for this section is estimated to be 65 to 75 minutes, but the actual administration time may vary. Collect test materials, including scratch paper and any other paper on which students have written, when students are finished testing rather than keeping tests closed on the students' desks. TAs should ask the students if they have completed all of the items listed for this section. The TAs should ask the question as completed materials are collected from or returned by individual students.

End the session when all students have completed the section or when you are at the end of the scheduled time. Since each student is to be provided sufficient time to finish the assessment, additional time may be allowed on an individual basis if one or more students are continuing to make reasonable progress on the assessment. For more information about Extended Testing Time, see Part II: General Assessment Information in the *ELA Directions for Online Administration*. When you have confirmed that approximately five minutes remain in the testing time for the group and not all students have finished, say:

This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer. If you need additional time to complete this section, I will provide additional directions to you.

At the end of the scheduled time, say:

You are going to take Section 3 at another time (the same day or a different day). I will now collect any remaining test materials.

Collect any remaining tests, reference sheets, scratch paper, and any other paper on which students have written. TAs must ensure that all pages of Section 2 have been returned by each student before dismissing students from the test session. All test materials must remain secure at all times.

Return all test pages and secure materials immediately to the SAC or the SAC's designee for secure storage, **even if Section 3 will be administered later in the day**. Return reference sheets, used scratch paper, and any other paper on which students have written to the SAC or the SAC's designee. The SAC or the SAC's designee will shred all reference sheets and scratch paper upon which students have written. **Note:** Do **NOT** review student responses to test questions **for any reason**. Do **NOT** place scratch/grid paper inside the test pages.

D. Administer Section 3—ELA

Provide two sharpened pencils with good erasers to the students. The students should not use a pen. Make certain that no student is in possession of a cell phone, camera, smartphone, earbuds, or other unapproved electronic device. **Collect all unapproved electronic devices prior to distribution any assessment materials.** Distribute tests to students, making certain each student has the correct test. The scratch/grid paper must be blank, and the reference sheets must have no additional writing.

If you are providing students with Section 3 of their test only, say:

Check to make sure your name is on the top, right hand corner of the test.

If you are providing students with their entire tests, say:

Check to make sure your name is on the front cover of the test.

When all students are ready, say:

I will now distribute scratch paper and reference sheets.

Distribute scratch paper, the *General Description of Scoring Guidelines for Reading Short-Answer Questions* [grade 3 only], the *Text-Dependent Analysis Writer's Checklist for the Text-Dependent Analysis Prompt* [grades 4 – 8 only], and the *Text-Dependent Analysis Scoring Guidelines* [grades 4 – 8 only].

When all students are ready, say:

Now we are ready to begin Section 3—English Language Arts. For all questions, you may write on your test and may also use scratch paper.

For most questions, you will select your answer from among a set of answer choices. Be sure to select the number of answers required for each question. You may cross out the letters to eliminate answer choices. You may also cross out the words/numbers next to the answer letters.

For other questions, you will read passages and answer questions about the passages. Some questions will have more than one part, and you will select one or more answers in each part.

You will record your responses to all questions in your test only. Only responses recorded in your test will be scored. The PSSA is an untimed assessment. You may take as much time as you need to complete this section. Are there any questions?

Answer all questions. When all students are ready, say:

Open your test to the directions for Section 3.

Pause while students find the correct page in their tests.

Note: The directions are printed on the first two pages of Section 3. If students receive only Section 3 of their ELA tests, the directions will appear on the first two pages of their tests. If students are given their entire tests, TAs should refer to page 1 of this document to determine the page on which Section 3 begins.

When all students are ready, say:

Look at the directions and read them silently as I read them aloud.

Continue speaking.

On the following pages are the English Language Arts questions.

There are several types of questions.

Now look at the first box on the first page of directions. It is labeled “Conventions of Standard English Questions.” Read the directions in the first box silently as I read them aloud.

Some questions have only one part and will ask you to select an answer from the choices provided. Only one of the choices provided is correct.

- ***Read each question and choose the best answer.***
- ***Record your choice in the answer booklet.***

Some questions may have more than one part and will ask you to select an answer from the choices provided for each part. Only one of the choices provided for each part is correct.

- ***Read each question and choose the best answer for each part.***
- ***Record your choice in the answer booklet.***

Some questions may require you to interact with the question to make a response. Be sure to read the directions carefully. You cannot receive full credit without providing a complete response.

Are there any questions?

Answer all questions. When all students are ready, say:

Now look at the second box. It is labeled “Reading Passages Questions.” Read the directions in the second box silently as I read them aloud.

Some questions have only one part and will ask you to select an answer from the choices provided. Only one of the choices provided is correct. You may look back at the passage to help you answer the question.

- ***First, read the passage carefully.***
- ***Read each question and choose the best answer.***
- ***Record your answer in the answer booklet.***

Some questions may have more than one part and will ask you to select an answer from the choices provided for each part. Only one of the choices provided for each part is correct. You may look back at the passage to help you answer the question.

- ***First, read the passage carefully.***
- ***Read each question and choose the best answer for each part.***
- ***Record your answer for each part in the answer booklet.***

Are there any questions?

Answer all questions. Have the students turn to the second page of directions. When all students are ready, say:

Now look at the first box on the second page of directions. It is labeled “Reading Passage Evidence-Based Selected-Response Questions.” Read the directions in the first box silently as I read them aloud.

These questions have two parts and will ask you to select one or more answers in each part. Only one of the choices provided in Part One is correct. If Part Two tells you to select two answers, be sure to select two answers. You may look back at the passage to help you answer both parts of the question.

- ***Read Part One of the question and choose the best answer.***
- ***Record your answer to Part One in the booklet.***
- ***Read Part Two of the question and choose the evidence to support your answer for Part One.***
- ***Record your answer or answers to Part Two in the booklet.***

Are there any questions?

Answer all questions. When all students are ready, say:

➤ **GRADE 3 ONLY**

Now look at the second box. It is labeled “Reading Passages Questions.” Read the directions in the second box silently as I read them aloud.

Some questions have only one part and will ask you to select an answer from the choices provided. Only one of the choices provided is correct. You may look back at the passage to help you answer the question.

- ***First, read the passage carefully.***
- ***Read each question and choose the best answer.***
- ***Record your answer in the answer booklet.***

Are there any questions?

Answer all questions. When all students are ready, say:

Now look at the reference sheet that I passed out along with your scratch paper.

Pause while students look at the scoring guidelines. When all students are ready, say:

This is an example of the scoring guidelines that professional scorers will use to evaluate your short-answer responses. You may refer to the *General Description of Scoring Guidelines* at any time while responding to the questions that require you to write a short response. Do not write on the reference sheet, as you will use them for other sections of the test. Are there any questions?

Are there any questions?

➤ **GRADES 4–8 ONLY**

Now look at the second box. It is labeled “Text-Dependent Analysis (TDA) Prompt.” Read the directions in the second box silently as I read them aloud.

The English Language Arts TDA prompt will ask you to analyze the passage and use evidence from the passage to write an essay. You may look back at the passage to help you write your essay.

- ***Be sure to read the passage and TDA prompt carefully.***
- ***Review the Writer’s Checklist to help you plan and organize your essay.***
- ***Write your essay in the appropriate space in the booklet.***
- ***If you use scratch paper to write a rough draft, be sure to transfer your final essay to the booklet.***
- ***Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.***

Are there any questions?

Answer all questions. When all students are ready, say:

Now look at the reference sheets that I passed out along with your scratch paper.

Pause while students look at the reference sheets. When all students are ready, say:

The first reference sheet is a copy of a writer’s checklist that is also included in your test on the page facing your text-dependent analysis prompt. The second reference sheet is an example of the scoring guidelines that professional scorers will use to evaluate your responses to the text-dependent analysis prompt. You may refer to the scoring guidelines at any time while responding to the text-dependent analysis prompt. Do not write on the reference sheets. Are there any questions?

[All grades] Answer all questions. When all students are ready, say:

We are now ready to start Section 3. Turn to the next page in Section 3. In the bottom right-hand corner, you will see a “GO ON” arrow.

This arrow indicates that you are not yet finished with Section 3 and you are to continue on to the next page. Follow the “GO ON” arrows. Continue until you complete all of the questions in Section 3. At the end of Section 3 you will see a “STOP” sign.

Remember to complete all questions in Section 3 and to mark only the required number of correct answers for each multiple-choice question in your test.

If you complete Section 3 before the testing session is over, you may check your work for questions ONLY in Section 3. [If the students’ tests include all sections, say, “Do not look back to Section 1 or Section 2.”] After you have checked your work, make sure you have completely erased wherever you have changed an answer or have made a stray mark in your test or have written on your reference sheet. Then close your test so I will know you have finished. I will collect your test materials when you finish. You may sit quietly, read for pleasure, or read non-content-related materials until the rest of the class completes Section 3. Are there any questions?

Answer all questions. When all students are ready, say:

You may begin.

Note: Students who finish early may sit quietly, read for pleasure, or read non-content-related materials until all students have finished. Reading for pleasure includes magazines along with fiction text, such as novels, short stories, poetry, etc. Reading anything that may include information related to the content area being assessed is not allowed. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

While students are taking the assessment, be available to repeat test directions and/or direct students to the correct section of the test. Encourage students to try all of the tasks (questions) and to complete the assessment. An incorrect answer is scored the same as a blank answer. TAs may encourage the group of students without providing any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should “check” an answer or that the student has answered an item incorrectly. You may, however, provide clarification of test directions and/or direct the student to the correct section of the test. The directions in the test may be repeated to students as needed during the administration of Section 3.

There are three triangles in the header of all pages in Section 3. While students are taking the assessment, ensure that students are working in the correct section of the test. For security purposes, PDE strongly recommends that students are provided with only the test pages for the section that is being administered in each test session.

The testing time for this section is estimated to be 70 to 80 minutes, but the actual administration time may vary. Collect test materials, including scratch paper and any other paper on which students have written, when students are finished testing rather than keeping tests closed on the students’ desks. TAs should ask the students if they have completed all of the items listed for this section. The TAs should ask the question as completed materials are collected from or returned by individual students.

End the session when all students have completed the section or when you are at the end of the scheduled time. Since each student is to be provided sufficient time to finish the assessment, additional time may be allowed on an individual basis if one or more students are

continuing to make reasonable progress on the assessment. For more information about Extended Testing Time, see Part II: General Assessment Information in the *ELA Directions for Online Administration Manual*. When you have confirmed that approximately five minutes remain in the testing time for the group and not all students have finished, say:

This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer. If you need additional time to complete this section, I will provide additional directions to you.

At the end of the scheduled time, say:

This concludes the English Language Arts assessment. Close your test. I will now collect your tests. If you need more time, let me know and you will be provided with an extended session and given additional direction.

Collect any remaining tests, reference sheets, scratch paper, and any other paper on which students have written. TAs must ensure that all pages of Section 3 have been returned by each student before dismissing students from the test session.

I will now collect your reference sheets, scratch paper, and any other paper on which you have written.

Return all test pages and secure materials immediately to the SAC or the SAC's designee for secure storage. Return reference sheets, used scratch paper, and any other paper on which students have written to the SAC or the SAC's designee. The SAC or the SAC's designee will shred all reference sheets and scratch paper upon which students have written. **Note:** Do **NOT** review student responses to test questions **for any reason**. Do **NOT** place scratch/grid paper inside the test pages.

Transcribing Print on Demand Tests

A student's response on a Print on Demand test must be transcribed into the online test engine so it can be scored. There is no other method by which a student's responses can be scored. The SAC must ensure that all POD tests are transcribed into the online test engine on schedule and in adherence to all expectations.

- Transcription should occur as soon after testing as possible, and no longer than 24 hours after the test session. All transcription must be complete by the last day of the PSSA test window. The test engine is available until 5pm each testing day.
- If staffing allows, the TA or proctor may transcribe the student's responses in the testing room and allow the student to review the responses before submission.
- Transcription must be completed by the SAC or TA who has completed the PSTAT and been trained by the SAC. The transcriber should be familiar with the test platform by practicing with the Online Training Tools before starting the transcription.
- Transcription must be completed by two individuals to ensure fidelity and test security. One enters the student's responses, and one serves as witness.

- Transcribers should ensure that all pages of the test have been returned and transcribed into the online test. If a student's returned test does not include all pages, the SAC, principal, and TA need to locate the missing test pages. If they are unable to locate the missing test pages, this must be reported to the PDE irregularities account (RA-EDIRREGULARITIES@pa.gov).

The designated transcription staff must be provided with the student's test ticket and access to a device on which the DRC INSIGHT test engine has been installed.

- The School Assessment Coordinator and transcription staff must confirm that the Test Ticket indicates the student has a Print on Demand accommodation (*see pages 3-4 of this document*).
 - When the SAC has selected the Print on Demand accommodation, the online test engine will deliver a form that matches the content and sequence of the Print on Demand test.
- The SAC should ensure that the computer/device that will be used for transcription has been properly configured to access the DRC INSIGHT test engine.
 - Transcription teams should reference the *Directions for Online Administration Manual* for any questions related to logging into an online test, responding to an online test, and submitting an online test.

Transcribers must follow the *Read-Aloud, Scribing, and Transcription Guidelines for Operational Assessment* found on the PDE website. After the transcription is complete, the transcribers should select End Test and Submit.

- SACs can monitor the test session to ensure a student's test has been submitted.
- SACs can unlock a Test Ticket if the transcriber inadvertently submits the test before the transcription is completed.
 - DACs and SACs must keep record of any test session that is unlocked in case of a PDE monitoring visit.

The transcription staff must return all Print on Demand test materials to the SAC for secure destruction immediately following transcription. The SAC should ensure the secure materials are stored and destroyed according to PDE requirements.

- Print on Demand tests should not be sent to DRC and must not be retained in the school beyond the test window. The only record of a student's Print on Demand work will be the responses transcribed into the online test.
- The SAC should ensure all pages of the test have been returned. If pages are missing, the SAC, principal, and transcribers need to locate the missing test pages.

If they are unable to locate the missing test pages, this must be reported to the PDE irregularities account (RA-EDIRREGULARITIES@pa.gov).

- SACs must ensure the transcription has been completed before proceeding with the established procedures for destroying secure materials.
- If a Print on Demand test is destroyed prior to transcription, the SAC must contact the Pennsylvania Department of Education for further guidance.

If there are any questions regarding these guidelines or the Print on Demand accommodation, contact DRC's customer service at 800-451-7849 or PDE at RA-ed-pssa-keystone@pa.gov.