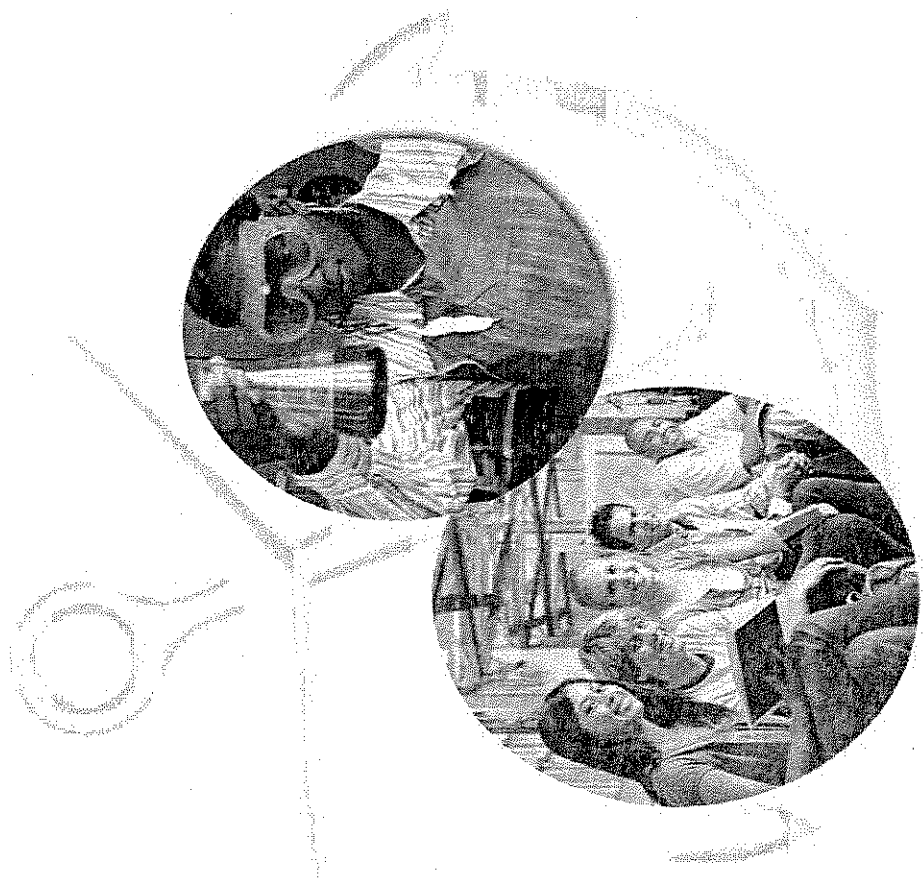


7th-8th grade

Keystone Exams: English Composition Assessment Anchors and Eligible Content



OTs Key

Pennsylvania Department of Education

www.education.state.pa.us

2010

PENNSYLVANIA DEPARTMENT OF EDUCATION
General Introduction to the Keystone Exam Assessment Anchors

Introduction

Since the introduction of the Keystone Exams, the Pennsylvania Department of Education (PDE) has been working to create a set of tools designed to help educators improve instructional practices and better understand the Keystone Exams. The Assessment Anchors, as defined by the Eligible Content, are one of the many tools the Department believes will better align curriculum, instruction, and assessment practices throughout the commonwealth. Without this alignment, it will not be possible to significantly improve student achievement across the Commonwealth.

How were Keystone Exam Assessment Anchors developed?

Prior to the development of the Assessment Anchors, multiple groups of PA educators convened to create a set of standards for each of the Keystone Exams. Enhanced standards, derived from a review of existing standards, focused on what students need to know and be able to do in order to be college and career ready.

Additionally, the Assessment Anchors and Eligible Content statements were created by other groups of educators charged with the task of clarifying the standards assessed on the Keystone Exams. The Assessment Anchors, as defined by the Eligible Content, have been designed to hold together or *anchor* the state assessment system and curriculum/instructional practices in schools.

Assessment Anchors, as defined by the Eligible Content, were created with the following design parameters:

- **Clear:** The Assessment Anchors are easy to read and are user friendly; they clearly detail which standards are assessed on the Keystone Exams.
- **Focused:** The Assessment Anchors identify a core set of standards that could be reasonably assessed on a large-scale assessment, which will keep educators from having to guess which standards are critical.
- **Rigorous:** The Assessment Anchors support the rigor of the state standards by assessing higher-order and reasoning skills.
- **Manageable:** The Assessment Anchors define the standards in a way that can be easily incorporated into a course to prepare students for success.

How can teachers, administrators, schools, and districts use these Assessment Anchors?

The Assessment Anchors, as defined by the Eligible Content, can help focus teaching and learning because they are clear, manageable, and closely aligned with the Keystone Exams. Teachers and administrators will be better informed about which standards will be assessed. The Assessment Anchors and Eligible Content should be used along with the Standards and the Curriculum Framework of the Standards Aligned System (SAS) to build curriculum, design lessons, and support student achievement.

The Assessment Anchors and Eligible Content are designed to enable educators to determine when they feel students are prepared to be successful in the Keystone Exams. An evaluation of current course offerings, through the lens of what is assessed on those particular Keystone Exams may provide an opportunity for an alignment to ensure student preparedness.

How are the Assessment Anchors organized?

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by module, then by Assessment Anchor, followed by Anchor Descriptor, and then finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the Keystone Exams.

Here is a description of each level in the labeling system for the Keystone Exams:

- **Module:** The Assessment Anchors are organized into two thematic modules for each of the Keystone Exams. The module title appears at the top of each page. The module level is important because the Keystone Exams are built using a module format, with each of the Keystone Exams divided into two equally-sized test modules. Each module is made up of two or more Assessment Anchors.
- **Assessment Anchor:** The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter that anchor the content of the Keystone Exams. Each Assessment Anchor is part of a module and has one or more Anchor Descriptors unified under it.
- **Anchor Descriptor:** Below each Assessment Anchor is a specific Anchor Descriptor. The Anchor Descriptor level provides further details that delineate the scope of content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content unified under it.
- **Eligible Content:** The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the content that is assessed on the Keystone Exams. This level is considered the assessment limit and helps educators identify the range of the content covered on the Keystone Exams.
- **Enhanced Standard:** In the column to the right of each Eligible Content statement is a code representing one or more Enhanced Standards that correlate to the Eligible Content statement. Some Eligible Content statements include annotations that indicate certain clarifications about the scope of an eligible content.
 - “e.g.” (“for example”) —sample approach, but not a limit to the eligible content.

What impact will the implementation of the K–12 Common Core Standards have on the content of this document?

It is anticipated that there will be significant alignment between PA’s Academic Standards and the Common Core. Every effort will be made to ensure that the alignment of the standards to the Assessment Anchors and Eligible Content is maintained. As more information becomes available, PDE will inform state educators.

ASSESSMENT ANCHOR		Eligible Content		Enhanced Standard
C.E.1.1 Writing to Inform—Exposition	Anchor Descriptor Write informative pieces that describe, explain, or summarize information or ideas.	C.E.1.1.1	Write with a sharp controlling point and an awareness of the audience and expository task.	1.4.C.B 1.5.C.A
		C.E.1.1.2	Demonstrate an understanding of the purpose with relevant information, content, and details.	1.4.C.B 1.5.C.B
		C.E.1.1.3	Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).	1.4.C.B 1.5.C.C
		C.E.1.1.4	Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.	1.4.C.B 1.5.C.D
		C.E.1.1.5	Write with control of grammar, mechanics, spelling, usage, and sentence formation.	1.4.C.B 1.5.C.F

yes

Both 7th & 8th

5 domains of writing

1st. devices

MODULE 1—Exposition

ASSESSMENT ANCHOR			Enhanced Standard
C.E.2 Revision—Exposition			
Anchor Descriptor	Eligible Content		
C.E.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	C.E.2.1.1 Use a variety of sentence structures. ✓		1.5.C.D 1.5.C.E
	C.E.2.1.2 Use precise language to create clarity, voice, and tone. ✓		1.5.C.D 1.5.C.E
	C.E.2.1.3 Revise to eliminate wordiness and redundancy. ✓	<i>mainly 8th</i>	1.5.C.D 1.5.C.E
	C.E.2.1.4 Revise to delete irrelevant details. ✓		1.5.C.D 1.5.C.E
	C.E.2.1.5 Use the correct form of commonly confused words; use logical transitions. ✓		1.5.C.D 1.5.C.E
	C.E.2.1.6 Combine sentences for cohesiveness and unity. ✓		1.5.C.D 1.5.C.E
	C.E.2.1.7 Revise sentences for clarity. ✓		1.5.C.D 1.5.C.E

both 7th & 8th

*DOL peer revision
student/teacher conferences and written feed back*

ASSESSMENT ANCHOR
C.E.3 Editing for Conventions—Exposition

Anchor Descriptor	Eligible Content		Enhanced Standard
C.E.3.1 Use conventions of standard written language.	C.E.3.1.1 Spell all words correctly.	✓	1.5.C.F
	C.E.3.1.2 Use capital letters correctly.	✓	1.5.C.F
	C.E.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).		1.5.C.F
	C.E.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement modifiers and transitions, word order and syntax).	✓	1.5.C.F
	C.E.3.1.5 Demonstrate correct sentence formation.	✓	1.5.C.F

both 7th + 8th

DBL

8th - need to transition

ASSESSMENT ANCHOR		Eligible Content		Enhanced Standard
C.P.1 Writing to Persuade—Persuasion		<i>More stage</i>		
C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods.	C.P.1.1.1	Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.		1.4.C.C 1.5.C.A
	C.P.1.1.2	Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints.	<i>stage counterpoint 1.5.C.C</i>	1.4.C.C
	C.P.1.1.3	Organize the argument using effective strategies to develop a strong, well-supported position.	<i>stage - yes</i>	1.4.C.C 1.5.C.C
	C.P.1.1.4	Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.	<i>stage</i>	1.4.C.C 1.5.C.D
	C.P.1.1.5	Write with control of grammar, mechanics, spelling, usage, and sentence formation.	<i>stage</i>	1.4.C.C 1.5.F

More informative in 7th
both informative + persuasive in 8th

ASSESSMENT ANCHOR

C.P.2 Revision—Persuasion

Anchor Descriptor	Eligible Content		Enhanced Standard
C.P.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	C.P.2.1.1 Use a variety of sentence structures.	1.5.C.D 1.5.CE	
	C.P.2.1.2 Use precise language to create clarity, voice, and tone.	1.5.C.D 1.5.CE	
	C.P.2.1.3 Revise to eliminate wordiness and redundancy.	1.5.C.D 1.5.CE	
	C.P.2.1.4 Revise to delete irrelevant details.	1.5.C.D 1.5.CE	
	C.P.2.1.5 Use the correct form of commonly confused words; use logical transitions.	1.5.C.D 1.5.CE	
	C.P.2.1.6 Combine sentences for cohesiveness and unity.	1.5.C.D 1.5.CE	
	C.P.2.1.7 Revise sentences for clarity.	1.5.C.D 1.5.CE	

*SKR
ST MORROW
THAN YR*

MODULE 2—Persuasion

ASSESSMENT ANCHOR			Enhanced Standard
C.P.3 Editing for Conventions—Persuasion			
Anchor Descriptor	Eligible Content		Enhanced Standard
C.P.3.1 Use conventions of standard written language.	C.P.3.1.1 Spell all words correctly. ✓		1.5.C.F
	C.P.3.1.2 Use capital letters correctly. ✓		1.5.C.F
	C.P.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly). ✓		1.5.C.F
	C.P.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). ✓		1.5.C.F
	C.P.3.1.5 Demonstrate correct sentence formation. ✓		1.5.C.F

Moreso with 8th grade

7th/8th grades

Keystone Exams: English Composition

Glossary to the Assessment Anchor & Eligible Content

The Keystone Glossary includes terms and definitions associated with the Keystone Assessment Anchors and Eligible Content. The terms and definitions included in the glossary are intended to assist Pennsylvania educators in better understanding the Keystone Assessment Anchors and Eligible Content. The glossary does not define all possible terms included on an actual Keystone Exam, and it is not intended to define terms for use in classroom instruction for a particular grade level or course.

Review the vocabulary - highlight any vocab terms that need to be incorporated more purposefully into the grade 7-9 curriculum



Pennsylvania Department of Education

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April 2011

Return to C. Lutz-Doemling

covered

Assessment Anchor & Eligible Content Glossary

2011

Active Voice	<i>8th</i>	The subject of the sentence performs the action of the verb. e.g., The man kicked the can.
Adjective Clause	<i>8th</i>	A clause that modifies a noun or pronoun and is often introduced by a relative pronoun (i.e., that, which, who, whom, whose). e.g., My aunt, who left her bag in the taxi, missed her flight.
Adverb Clause	<i>8th</i>	A clause that functions as an adverb in a sentence. e.g., I saw a bear when I was hiking.
Antecedent	<i>8th/7th</i>	The word or phrase to which a pronoun refers. e.g., The students gave their best performance.
Appositive	<i>8th/7th</i>	A word or phrase close to the noun it is modifying. e.g., My neighbor, Mr. Roberts, is very quiet.
Argument/Position	<i>8th</i>	The position or claim the writer establishes. Arguments must be supported with valid evidence and reasoning and balanced by the inclusion of counterarguments that illustrate opposing viewpoints.
Audience	<i>8th/7th</i>	The intended readers of a piece of writing.
Body	<i>8th/7th</i>	The internal paragraphs within a piece of writing.

Keystone Exams: English Composition
Assessment Anchor & Eligible Content Glossary **2011**

- Cause/Effect** *Stufjth* An organizational structure in which the writer analyzes both the reasons leading to and the results of an action, event, or trend.
- Claim** The opinion statement in a piece of persuasive writing. (See Argument/Position.)
- Clarity** A quality of writing indicative of appropriate word choice and sentence structure that yields written text that is clear and concise.
- Clause** *Stu* A group of words that contains a subject and predicate. An independent clause can stand as a sentence.
e.g., *The meeting was cancelled.*
- A dependent, or subordinate, clause must be attached to an independent clause in order to form a sentence.
e.g., *The meeting was cancelled because snow was accumulating at an inch per hour.*
- Cohesiveness** *Stufjth* A quality of writing indicative of a logical flow of an argument and its correlating ideas and details throughout a piece of writing.
- Commonly Confused Words** *Stufjth* Words that are used mistakenly because of similarity in spelling, pronunciation, or context of usage (e.g., accept/except, imply/infer).
- Compare/Contrast** *Stufjth* An organizational structure in which the writer places together characters, situations, objects, or ideas to show common and/or differing features.

<p>Conclusion <i>gta/7th</i></p>	<p>The final paragraph of a piece of writing that provides a sense of completeness for the reader as well as a re-emphasis of main points/ideas. The conclusion should not serve as a simple summary but should leave the reader with a clear impression of what has been discussed.</p>
<p>Conjunction <i>gta/7th</i></p>	<p>A connecting word.</p> <p>Coordinating conjunctions (i.e., and, but, so, for, nor, or, yet) connect two equal grammatical structures. e.g., I swept the floor, <i>and</i> Emma loaded the dishwasher.</p> <p>Subordinating conjunctions (e.g., <i>after</i>, <i>because</i>, <i>although</i>) emphasize the importance of one grammatical structure over the other. e.g., I swept the floor <i>after</i> Emma loaded the dishwasher.</p>
<p>Content/Meaning <i>gta/7th</i></p>	<p>The essence and substance—information, ideas, insights, and beliefs—that constitute the body of a written text.</p>
<p>Controlling Idea/Main Idea <i>gta/7th</i></p>	<p>The writer's central thought and chief topic of a piece of writing.</p>
<p>Conventions of Language <i>gta/7th</i></p>	<p>Grammar, mechanics (i.e., punctuation, capitalization, and spelling), and language usage.</p>
<p>Counterargument <i>gta</i></p>	<p>An argument that is in opposition to the claim/position provided in a piece of persuasive writing. It is a means to provide a balance between the claim/position and its opposing views and adds credibility to the writing by allowing a broader range of viewpoints.</p>

Dangling Modifier *SM* A dangling modifier is a word or phrase that is not clearly attached to the word or phrase it is modifying.
e.g., *At the age of two, my father took me to the circus.*
We were surprised to see a deer driving down the road.

Edit *SM/7th* A part of the revision process in which the writer corrects grammar, mechanics, and word usage in text to improve the writing in presentation and intent.

Exposition/Expository *SM/7th* A form of writing that explains, defines, instructs, or clarifies information.


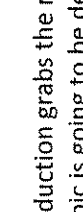


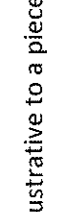

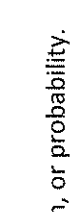
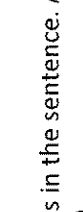
Focus *SM/7th* What the writer establishes as the central point of interest; a quality of writing where all main ideas, details, and examples support and unify the topic.

Fragment *SM/7th* A group of words that begins with a capital letter and ends with punctuation but is not a complete sentence because it is missing either a subject or predicate and/or does not express a complete thought.
e.g., *When the baby sneezed and coughed.*

Gerund *SM* The -ing form of a verb that is used as a noun.
e.g., *Running* is my favorite form of exercise.

Grammar *SM/7th* The system of rules that provides definition and structure to a given language.

Infinitive *SM* The word to plus the base form of a verb.
e.g., *To write* well, one must work hard.

Informative	 <p>A form of writing that is synonymous with expository or explanatory writing; its purpose is to inform.</p>
Introduction	 <p>The opening of a piece of writing that is integral to what follows. The introduction grabs the reader's attention, establishes the main idea or thesis of the writing, and explains how the topic is going to be developed.</p>
Irregular Verb	 <p>A verb that does not use <i>-ed</i> to form the past tense. e.g., <i>be</i> → <i>was</i> <i>know</i> → <i>knew</i></p>
Irrelevant Details	 <p>Details—word, phrases, sentences, or information—that are not vital or illustrative to a piece of writing.</p>
Misplaced Modifier	 <p>A modifier that is not placed correctly in the sentence. e.g., Please return this book to Mrs. Caldwell's desk, <i>which she lent me.</i></p>
Modal Auxiliary Verb	 <p>A helping verb (e.g., <i>can, could, may, might</i>) that indicates ability, intention, or probability.</p>
Modifier	 <p>Adjectives, adverbs, phrases, and clauses that describe/modify other words in the sentence. A modifier describes, clarifies, or gives more detail. (See Dangling Modifier, Misplaced Modifier.)</p>
Organizational Strategies	 <p>Methods of organization (e.g., chronological, compare/contrast, problem/solution) that establish topic and purpose, provide support for topic and purpose, address counterclaims, or reiterate main points.</p>

Assessment Anchor & Eligible Content Glossary

Organizational Structure	<i>8th/7th</i>	A plan or framework that the writer uses to organize text.
Parallel Structure	<i>8th</i> <i>touch in 7th</i> <i>no correction</i>	Putting sentence elements or ideas in similar grammatical form. e.g., The best parts about summer are <i>swimming, biking, and sleeping.</i>
Participle	<i>will do in</i> <i>8th</i>	A verb form that functions as a noun (see Gerund), an adjective, or an adverb. Participles can end in <i>-ing</i> (e.g., the <i>crying</i> baby) or <i>-ed</i> (e.g., an <i>educated</i> person). They can also form past perfect tense (e.g., The movie <i>had started</i> by the time we arrived), present perfect tense (e.g., Hurry up; the movie <i>has started</i>), and future perfect tense (e.g., Hurry up; the movie <i>will have started</i> by the time you get here).
Passive Voice	<i>8th</i>	The subject of the sentence receives the action of the verb. e.g., The man <i>was struck</i> by lightning.
Persuasion	<i>8th</i>	A form of writing that focuses on convincing the reader of stated beliefs or opinions. Strong persuasive writing includes clearly stated positions or opinions, convincing evidence, and anticipated concerns and counterarguments.
Persuasive Strategies	<i>8th</i>	Intentional writing strategies that may be used to influence an audience. These methods may include appeals to emotions, ethics, and logic.
Phrase	<i>8th/7th</i>	A group of words that does not contain a subject and/or a predicate. e.g., The restaurant <i>that recently opened</i> has received positive reviews.
Precise Language	<i>8th/7th</i>	Specific language and vocabulary that clearly communicate the writer's ideas to the reader.

Assessment Anchor & Eligible Content Glossary

Predicate <i>gnaf7th</i>	The part of a sentence that contains the verb and all of its modifiers.
Prepositional Phrase <i>gnaf7th</i> <i>(gn: adj. + adv. phrases)</i>	A phrase that consists of a preposition (e.g., <i>of, with, by, over, next</i>) and its object. e.g., The man <i>with the red hat</i> is my best friend. I want to sit <i>by you</i> during the concert.
Process Analysis	Writing that explains how something is done or how something operates; the explanation separates the topic into steps or parts to accommodate the analysis.
Problem/Solution <i>gn</i>	An organizational writing strategy/structure that the writer uses to present a problem and possible solutions to it.
Pronoun Case <i>gnaf7th</i>	The function of a pronoun within a sentence. Pronouns change case to form possessives (e.g., <i>my, his, our</i>) or to serve as subjects (e.g., <i>I, he, we</i>) or objects (e.g., <i>me, him, us</i>).
Purpose <i>gnaf7th</i>	The writer's established intent to inform/teach, to entertain, or to persuade/convince.
Redundancy <i>gnaf7th</i>	The overuse of certain words, phrases, or details within a piece of writing. This may also refer to repeated statements of already-established ideas.
Relevant Detail <i>gnaf7th</i>	A word, phrase, sentence, or detail that is vital and illustrative to a piece of writing. Relevant details support controlling ideas; provide evidence, examples, and reasons; and generally enrich a piece of writing.

Revise *Stan/7th*

The process by which the writer revisits his or her work and makes changes in content and/or organization. The writer may remove irrelevant or redundant text, expand text to include additional content, or elaborate on existing text.

Run-On Sentence *Stan/7th*

Two or more complete sentences without correct punctuation or conjunctions to separate them.
e.g., The two boys rode their bikes to the park they planned to swim all afternoon.

Sentence Structure *Stan/7th*

The grammatical arrangement of words in sentences. A complete sentence must contain a subject and a predicate and express a complete thought. The structure of a sentence may be simple, complex, compound, or compound-complex.

Sentence Types *Stan/7th*

A *simple sentence* consists of one independent clause and no subordinate clauses.

e.g., Kathy likes to dance.

A *compound sentence* consists of two or more independent clauses and no subordinate clauses.

e.g., Kathy likes to dance, and Brian likes to sing.

Stan/7th

A *complex sentence* consists of one or more independent clauses and one or more subordinate clauses.

e.g., Although Kathy likes to dance and Brian likes to sing, neither has tried out for the school play.

A *compound-complex sentence* consists of at least two independent clauses and at least one subordinate clause.

e.g., Kathy and Brian, who enjoy dancing and singing, have not tried out for the school play; we should encourage them to audition.

Sentence Variety *Stan/7th*

The presence of multiple sentence structures in a text (i.e., simple, compound, complex, compound-complex) and/or various sentence beginnings that can enhance rhythm or add emphasis to a piece of writing.

Style *Stan/7th*

The writer's choices regarding language, sentence structure, voice, and tone in order to communicate with the reader.

Stylistic Techniques *8/24/11* The ways in which the writer may employ multiple elements of writing to distinguish and strengthen a piece of writing. These include variations in sentence structure, word choice, tone, usage, and point of view.

Syntax The pattern or structure of word order in sentences, clauses, and phrases.

Subject-Verb Agreement *8/24/11* A grammatical rule in which the subject of a sentence must agree with its verb in both number and tense.
e.g., The *women* at the ticket booth *buy* their tickets.
The *woman* at the ticket booth *buys* her ticket.

Task *8/24/11* The assigned writing. Factors that affect the writer's task are purpose, audience, and organizational structure.






Thesis *8/24* The basic argument or main idea advanced by a writer.

Tone *8/24/11* The writer's established attitude toward the audience, the subject, or the work itself.

Topic Sentence *8/24/11* A sentence that describes the main/controlling idea that will be developed within a particular paragraph.

Transitional Words/Expressions *8/24/11* Words that provide cues by indicating the various relationships between sentences and between paragraphs (e.g., *in other words, for example, finally, as a result*).

Unity *8/24/11* A quality of writing where the various components of detail, sentence structure/type, word choice, transitions, tone, and style all work together to create a consistent, effective piece of writing.

Usage		The process that involves choosing and using the correct word in a piece of writing. Common errors in usage are found in comparisons (e.g., <i>older/oldest</i>), verbs (e.g., <i>lie/lay</i>), and expressions (e.g., <i>fewer/less</i>).
Verbal		A form of a verb that is used as an adjective, adverb, or noun. (See Gerund, Infinitive, Participle.)
Voice		The fluency, rhythm, and liveliness in a piece of writing that make it unique to the writer.
Word Choice		Not only choosing the correct word to use (e.g., <i>effect/affect</i>) but also choosing words thoughtfully to create tone and style that reveal the writer's voice.
Wordiness		When a writer uses more words than are necessary to express a point, detail, or explanation (e.g., <i>due to the fact that</i> rather than <i>because</i>).

