

**MOON AREA SD**

8353 University Boulevard

Academic Standards and Assessment Requirements (Chapter 4) | 2021 - 2024

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**ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)**

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

## ACADEMIC STANDARDS AND PLANNING

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

| Chapter 4<br>Curriculum and Instruction Requirements | Written Curriculum Framework | Taught within the Grade Span |
|--|------------------------------|------------------------------|
| PA-Core English Language Arts                        | K-2, 3-5, 6-8, 9-12          | K-2, 3-5, 6-8, 9-12          |
| PA-Core Mathematics                                  | K-2, 3-5, 6-8, 9-12          | K-2, 3-5, 6-8, 9-12          |
| Science and Technology                               | K-2, 3-5, 6-8, 9-12          | K-2, 3-5, 6-8, 9-12          |
| Environment and Ecology                              | K-2, 3-5, 6-8, 9-12          | K-2, 3-5, 6-8, 9-12          |
| Civics and Government                                | K-2, 3-5, 6-8, 9-12          | K-2, 3-5, 6-8, 9-12          |
| Economics  | 6-8, 9-12                    | 6-8, 9-12                    |
| Geography  | K-2, 3-5, 6-8, 9-12          | K-2, 3-5, 6-8, 9-12          |
| History  | K-2, 3-5, 6-8, 9-12          | K-2, 3-5, 6-8, 9-12          |
| Arts and Humanities                                  | K-2, 3-5, 6-8, 9-12          | K-2, 3-5, 6-8, 9-12          |
| Health, Safety, and Physical Education               | K-2, 3-5, 6-8, 9-12          | K-2, 3-5, 6-8, 9-12          |
| Family and Consumer Sciences                         | 3-5, 6-8, 9-12               | 3-5, 6-8, 9-12               |

**Chapter 4**  
**Curriculum and Instruction Requirements**

**Written Curriculum Framework**

**Taught within the Grade Span**

Reading and Writing for Science and Technical Subjects

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Reading and Writing for History and Social Studies

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Career Education and Work

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

## ASSURANCES: STANDARDS ALIGNMENT

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

| Standards   | Yes/No |
|---|--------|
| Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards         | Yes    |
| Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards         | Yes    |
| Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards         | Yes    |
| Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards        | Yes    |
| Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards. | Yes    |

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1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum.  
All teachers belong to a professional learning community that aligns with their grade level (elementary) or content areas (secondary). These grade level and content department groups meet regularly to discuss curriculum, instruction, and learning. Part of their collaboration involves reviewing alignment to the PA Academic Standards and evaluating and updating their written curriculum. They often discuss the curriculum with an emphasis on the overall scope and sequence, pacing, standards alignment, and horizontal curriculum alignment. There are elementary grade level leaders and secondary grade department chairs who lead the meetings.
  2. List resources, supports or models that are used in developing and aligning curriculum.

PA Standards Aligned System PA Voluntary Model of Curriculum Local common assessments Classroom Diagnostic Tools NWEA Maps Acadience Reading EdInsight RTII and Centers models Data teams Grade level planning & Department planning In-service time provides time for teacher collaboration across the District

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.
- The Moon Area School District maintains curriculum within various online portals including Office 365 and EdInsight. All teachers have access to the written curriculum for their grade level and content areas by accessing their Office 365 and EdInsight accounts. The district has a one-to-one laptop/iPad program district-wide that affords teachers and students with the ability to access online versions of the textbooks and other curricular materials online.

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Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan? Yes

## ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

| Standards   | Yes/No |
|---|--------|
| LEA develops/maintains a standard format that includes scope, sequence, and pacing.   | Yes    |
| Essential content is developed from PA Core/Academic Content Standards.   | Yes    |
| Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards                            | Yes    |
| Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist. | Yes    |
| Courses and units of study are developed from measurable outcomes and/or objectives.  | Yes    |
| Course objectives to be achieved by all students are identified.  | Yes    |
| Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.          | Yes    |

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1. What is your LEA's approved cycle for reviewing the locally developed curriculum?

The District's curriculum review cycle currently is designated for the purchase of materials, and it includes a process for reviewing and

updating curriculum. The District plans to move toward a more ongoing process of reviewing and updating curriculum more regularly through a curriculum mapping process.

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?

During this comprehensive plan cycle, the District intends to establish a system for more frequent revisions to curriculum through an ongoing curriculum mapping process. As revisions for math and ELA have already begun, we will articulate those areas first. The District also anticipates reviewing the new science and technology standards to ensure alignment of our curriculum to those new standards.

## **ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)**

Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 82 requires that all educators will be rated Distinguished, Proficient, Needs Improvement, or Failing.

### **DANIELSON FRAMEWORK DOMAIN 2: THE CLASSROOM ENVIRONMENT**

#### Creating an Environment of Respect and Rapport

**K-2 Proficient**

**3-5 Proficient**

**6-8 Proficient**

**9-12 Proficient**

#### Establishing a Culture for Learning

**K-2 Proficient**

**3-5 Proficient**

**6-8 Proficient**

**9-12 Proficient**

#### Managing Classroom Procedures

**K-2 Proficient**

**3-5 Proficient**

**6-8 Proficient**

**9-12 Proficient**

#### Managing Student Behavior

**K-2 Proficient**

**3-5 Proficient**

**6-8 Proficient**

**9-12 Proficient**

#### Organizing Physical Space

**K-2 Proficient**

**3-5 Proficient**

**6-8 Proficient**

**9-12 Proficient**



## DANIELSON FRAMEWORK DOMAIN 3: INSTRUCTION

### Communicating with Students

**K-2** Proficient

**3-5** Proficient

**6-8** Proficient

**9-12** Proficient

### Using Questioning and Discussion Techniques

**K-2** Proficient

**3-5** Proficient

**6-8** Proficient

**9-12** Proficient

## ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

There are a variety of methods for observing and evaluating performance. Formal observation is a required method under Act 82. Indicate other methods used in your LEA for observing and evaluating your professional employees.

| Observations and Evaluation Methods          | Yes/No |
|--|--------|
| Formal Observation                           | Yes    |
| Walkthrough Observation                      | Yes    |
| Peer Observation                             | No     |
| Instructional Coaching                       | Yes    |
| Lesson Plan Review                           | Yes    |
| Self-Directed Plan                           | Yes    |
| Collaborative Project                        | Yes    |
| Annual Evaluation                            | Yes    |
| Engaging Students in Learning                | Yes    |
| Using Assessment in Instruction              | Yes    |
| Demonstrating Flexibility and Responsiveness | Yes    |
| Action Research                              | No     |

1. Identify strengths, challenges, or trends that emerge from the analysis of educator observations and evaluations.

The Moon Area School District is fortunate to have a strong foundation of proficient teachers. Our teachers consistently demonstrate proficiency in all areas of the Danielson framework. Our challenge is to move more teachers into the distinguished level among Danielson's domains. We understand the need to provide more specific feedback to teachers to help them grow toward the distinguished levels. Our District uses PA-ESEP as the tool to document educator observations and evaluations, and administrators have found the guiding questions in PA-ESEP to be vague and do not provide specific details of what is expected at each level on the evaluation rubric. This presents a challenge to use to help teachers move toward the highest levels of evaluation. We plan to work to overcome this challenge during this comprehensive plan cycle by supporting teachers with the planning and preparation domain by sharing rubrics that provide more specific feedback to teachers, so they may plan appropriately to meet the needs of all students.

## ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Student Learning Objectives (SLO) are a required component of the evaluation of professional employees. It is also a required component of ESSA's Educator Effectiveness measure. Describe the data and the evidence used to create and measure SLOs in your LEA by selecting from the drop down menus for each grade span.

### EDUCATION AREAS OF CERTIFICATION

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#### Arts and Humanities

| Grade Levels | Metric Used        | Performance Measure(s)           |
|--------------|--------------------|----------------------------------|
| K-2          | Mastery and Growth | District Exams, Student Projects |
| 3-5          | Mastery and Growth | District Exams, Student Projects |
| 6-8          | Mastery and Growth | District Exams, Student Projects |
| 9-12         | Mastery and Growth | District Exams, Student Projects |

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#### Civics/History/Geography/Economics

| Grade Levels | Metric Used        | Performance Measure(s)           |
|--------------|--------------------|----------------------------------|
| K-2          | Mastery and Growth | District Exams, Student Projects |
| 3-5          | Mastery and Growth | District Exams, Student Projects |

| Grade Levels | Metric Used        | Performance Measure(s)           |
|--------------|--------------------|----------------------------------|
| 6-8          | Mastery and Growth | District Exams, Student Projects |
| 9-12         | Mastery and Growth | District Exams, Student Projects |

## English Language Arts/Reading

| Grade Levels | Metric Used        | Performance Measure(s)                               |
|--------------|--------------------|--|
| K-2          | Mastery and Growth | District Exams, Standardized Tests, Student Projects |
| 3-5          | Mastery and Growth | District Exams, Standardized Tests, Student Projects |
| 6-8          | Mastery and Growth | District Exams, Standardized Tests, Student Projects |
| 9-12         | Mastery and Growth | District Exams, Standardized Tests                   |

## Mathematics

| Grade Levels | Metric Used        | Performance Measure(s)                               |
|--------------|--------------------|--|
| K-2          | Mastery and Growth | District Exams, Standardized Tests, Student Projects |
| 3-5          | Mastery and Growth | District Exams, Standardized Tests, Student Projects |

| Grade Levels | Metric Used        | Performance Measure(s)                               |
|--------------|--------------------|--|
| 6-8          | Mastery and Growth | District Exams, Standardized Tests, Student Projects |
| 9-12         | Mastery and Growth | District Exams, Standardized Tests, Student Projects |

## Biology, Environment, and Ecology

| Grade Levels | Metric Used        | Performance Measure(s)                               |
|--------------|--------------------|--|
| K-2          | Mastery and Growth | District Exams, Student Projects                     |
| 3-5          | Mastery and Growth | District Exams, Standardized Tests, Student Projects |
| 6-8          | Mastery and Growth | District Exams, Standardized Tests, Student Projects |
| 9-12         | Mastery and Growth | District Exams, Standardized Tests, Student Projects |

## Health, Safety, and Physical Education

| Grade Levels | Metric Used        | Performance Measure(s)           |
|--------------|--------------------|----------------------------------|
| K-2          | Mastery and Growth | District Exams, Student Projects |
| 3-5          | Mastery and Growth | District Exams, Student Projects |

| Grade Levels | Metric Used        | Performance Measure(s)           |
|--------------|--------------------|----------------------------------|
| 6-8          | Mastery and Growth | District Exams, Student Projects |
| 9-12         | Mastery and Growth | District Exams, Student Projects |

## Science And Technology

| Grade Levels | Metric Used        | Performance Measure(s)                               |
|--------------|--------------------|--|
| K-2          | Mastery and Growth | District Exams, Student Projects                     |
| 3-5          | Mastery and Growth | District Exams, Standardized Tests, Student Projects |
| 6-8          | Mastery and Growth | District Exams, Standardized Tests, Student Projects |
| 9-12         | Mastery and Growth | District Exams, Student Projects                     |

## English Language Proficiency

| Grade Levels | Metric Used        | Performance Measure(s)                    |
|--------------|--------------------|---|
| K-2          | Mastery and Growth | District Exams, Standardized Tests, Other |
| 3-5          | Mastery and Growth | District Exams, Standardized Tests, Other |

| Grade Levels | Metric Used        | Performance Measure(s)                                 |
|--------------|--------------------|--|
| 6-8          | Mastery and Growth | District Exams, Standardized Tests, Student Portfolios |
| 9-12         | Mastery and Growth | District Exams, Standardized Tests, Other              |

1. How does the data from the educators' Student Learning Objectives (SLOs) inform instructional practices in your LEA?  
 SLO data is used as a formative evaluation tool to compare pre and post test results. The results are used to guide instruction over time so that student growth is maximized.

Based on the responses above, would written curriculum be a priority in your comprehensive plan? Yes

Based on the responses above, would instructional practices be a priority in your comprehensive plan? Yes



## ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

|   |            |            |            |                                  |  |
|---|------------|------------|------------|----------------------------------|--|
| Assessment<br>PSSA                            |            |            |            | Type of Assessment<br>Summative  |  |
| Frequency or Date Given<br>annually           | K-2<br>No  | 3-5<br>Yes | 6-8<br>Yes | 9-12<br>No                       |  |
| Assessment<br>Keystone Exams                  |            |            |            | Type of Assessment<br>Summative  |  |
| Frequency or Date Given<br>annually           | K-2<br>No  | 3-5<br>No  | 6-8<br>Yes | 9-12<br>Yes                      |  |
| Assessment<br>NWEA MAPS                       |            |            |            | Type of Assessment<br>Diagnostic |  |
| Frequency or Date Given<br>2-3 times per year | K-2<br>Yes | 3-5<br>Yes | 6-8<br>No  | 9-12<br>No                       |  |

|  |            |            |            |                                  |  |
|--|------------|------------|------------|----------------------------------|--|
| Assessment<br>Acadience Reading                      |            |            |            | Type of Assessment<br>Benchmark  |  |
| Frequency or Date Given<br>1-3 times per year        | K-2<br>Yes | 3-5<br>Yes | 6-8<br>No  | 9-12<br>No                       |  |
| Assessment<br>Classroom Diagnostic Tools             |            |            |            | Type of Assessment<br>Diagnostic |  |
| Frequency or Date Given<br>2-3 times per year        | K-2<br>No  | 3-5<br>Yes | 6-8<br>Yes | 9-12<br>Yes                      |  |
| Assessment<br>Assessment of Civic Knowledge (Act 35) |            |            |            | Type of Assessment<br>Summative  |  |
| Frequency or Date Given<br>annually                  | K-2<br>No  | 3-5<br>No  | 6-8<br>No  | 9-12<br>Yes                      |  |
| Assessment<br>WIDA ACCESS for ELs                    |            |            |            | Type of Assessment<br>Summative  |  |
| Frequency or Date Given<br>annually                  | K-2<br>Yes | 3-5<br>Yes | 6-8<br>Yes | 9-12<br>Yes                      |  |
| Assessment<br>PASA                                   |            |            |            | Type of Assessment<br>Summative  |  |
| Frequency or Date Given                              | K-2        | 3-5        | 6-8        | 9-12                             |  |

annually

No

Yes

Yes

Yes

## **ASSESSMENT (CONTINUED)**

### **EDUCATION AREAS OF CERTIFICATION**

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

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#### **Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?**

Benchmark and diagnostic assessment data are used to guide instructional practices using an MTSS model. Teams of teachers, specialists, and administrators meet to plan Tier II and Tier III interventions for students who demonstrate need. The effectiveness of interventions are monitored and adjustments are made to ensure that students are able to achieve the maximum amount of growth during the school year.

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## **SIGNATURE AND QUALITY ASSURANCE**

### **EDUCATION AREAS OF CERTIFICATION**

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Superintendent/Chief Executive Officer

Date