

**CONEWAGO VALLEY SD**

130 Berlin Rd

Academic Standards and Assessment Requirements (Chapter 4) | 2022 - 2025

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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.

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<b>Chapter 4 Curriculum and Instruction Requirements</b>	<b>Written Curriculum Framework</b>	<b>Taught within the Grade Span</b>
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	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 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	6-8, 9-12	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

6-8, 9-12

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

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
A. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
B. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
C. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
D. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
E. 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. Include timelines and personnel involved.  
The district has established a four year curriculum review cycle: research, writing, implementation, evaluation. The PA Academic standards drive the research and writing steps. District level leadership, principals, curriculum leaders, and representatives from other stakeholder groups are included.
  2. List resources, supports or models that are used in developing and aligning curriculum.  
The district utilizes the Learning Focused Schools templates. Aspects of the Danielson Framework, Marzano, Understanding by Design and

Universal Design for Learning are included. State resources such as Standards Aligned Systems (SAS) are utilized in the development of curriculum.

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

The warehouse of curriculum is currently in Google Drive. Principals and curriculum leaders ensure access to curriculum. District Office leadership is responsible for the purchase of approved resources.

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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
A. LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
B. Essential content is developed from PA Core/Academic Content Standards.	Yes
C. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards.	Yes
D. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist.	Yes
E. Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
F. Course objectives to be achieved by all students are identified.	Yes
G. 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?

Our District has adopted a four year curriculum review cycle to review and update our locally developed curriculum. Year 1: Research, Year

2: Writing, Year 3: Implementation & allocation of resources, and Year 4: Evaluation.

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

Our intent is to follow our currently established curriculum review cycle, and as standards are approved by the Commonwealth, such as in Science & Technology Education, we will move those subject areas up into our cycle in order to implement within the timelines established by the Commonwealth.

## ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

### ACT 13

Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year.  
Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.

Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

Check if Act 13 is not used in educator evaluations (Charter/Cyber Charter School's only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes should equal 100%)
    - a. Data Available Classroom Teachers  
24
    - b. Non-Data Available Classroom Teachers  
63
    - c. Non-Teaching Professionals  
8
    - d. Principals  
5
- Total  
100



2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
<b>Domain 1: Planning and Preparation</b>	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy
<b>Domain 2: The Classroom Environment</b>	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
<b>Domain 3: Instruction</b>	3c: Engaging Students in Learning	3c: Engaging Students in Learning	3c: Engaging Students in Learning
<b>Domain 4: Professional Responsibilities</b>	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4a: Reflecting on Teaching

3. What action steps will be implemented to build upon the strengths found in the classroom teacher observations?  
 Review collective data and highlight and celebrate strengths. Create a resource center with best practices that can be accessed by all.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
<b>Domain 1: Planning and Preparation</b>	1f: Designing Student Assessments	1f: Designing Student Assessments	1f: Designing Student Assessments
<b>Domain 2: The Classroom Environment</b>	2e: Organizing Physical Space	2e: Organizing Physical Space	2e: Organizing Physical Space

	Elementary School	Middle School	High School
<b>Domain 3: Instruction</b>	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
<b>Domain 4: Professional Responsibilities</b>	4c: Communicating with Families	4c: Communicating with Families	4c: Communicating with Families

- What action steps will be implemented to improve the challenges found in the classroom teachers observations?  
Discussions within teams and schools relative to identified areas for growth. We are laying the foundation for a data culture that encourages assessments that measure standards to enable professionals to better measure student progress. Focus on professional learning to help support the overall development of skills in these areas.
- In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures and Principal Performance Goals? How will those goals be determined?

Goals Set	Comments/Considerations
<b>Provided at the district level</b>	District, state, and local data.
<b>Provided at the building level</b>	State and building data
<b>Provided at the grade level</b>	Grade level specific state, building and classroom data
<b>Provided within the content area</b>	Content specific state, building and classroom data
<b>Individual teacher choice</b>	Classroom state and local assessment data
<b>Other (state what other is)</b>	NOCTI exams, PSAT, SAT, ACT, AP, CHS, IEP Goals Progress

7. What student performance evidence or artifacts will classroom teachers use to measure the progress and effectiveness of meeting the set goals? (include all those classified as classroom teachers)

Evidence	Grades/Content Area	Comments
<b>Locally Developed School District Rubric</b>	K-12/All content areas	Developed by professional staff
<b>District-Designed Measure &amp; Examination</b>	K-12/All content areas	Developed by professional staff
<b>Nationally Recognized Standardized Test</b>	9-12 PSAT, SAT, ACT, ASVAB	Proficiency or above
<b>Industry Certification Examination</b>	9-12 CTE, BCIT, FCS & Technology Education	Normed by granting agency
<b>Student Projects Pursuant to Local Requirements</b>	K-12/All content areas	Developed by professional staff
<b>Student Portfolios Pursuant to Local Requirements</b>	K-12/All content areas	Developed by professional staff

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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	Type of Assessment			
Acadience Reading and Math	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	Yes	No	No

Assessment	Type of Assessment			
LinkIt! ELA Assessment	Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	Yes	Yes	No

Assessment	Type of Assessment			
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LinkIt! Math Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

Fall, Winter, Spring

Yes

Yes

Yes

Yes

Assessment

Type of Assessment

LinkIt! Science Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

Fall, Winter, Spring

No

No

Yes

Yes

Assessment

Type of Assessment

PSSA ELA

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

Spring

No

Yes

Yes

No

Assessment

Type of Assessment

PSSA Math

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

Spring

No

Yes

Yes

No

Assessment

Type of Assessment

PSSA Science

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

Spring

No

Yes

Yes

No

Assessment				Type of Assessment	
Keystone Biology				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Winter and Spring	No	No	No	Yes	
Assessment				Type of Assessment	
Keystone Reading				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Winter and Spring	No	No	No	Yes	
Assessment				Type of Assessment	
Keystone Algebra				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Winter and Spring	No	No	Yes	Yes	
Assessment				Type of Assessment	
Advanced Placement Exams				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Spring	No	No	No	Yes	
Assessment				Type of Assessment	
NOCTI				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	

Spring	No	No	No	Yes
Assessment Act 35 Civics Assessment			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Winter and Spring	No	No	No	Yes
Assessment SAT/PSAT/ACT/ASVAB			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring, Summer	No	No	No	Yes
Assessment ACCESS/WIDA			Type of Assessment Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Spring	Yes	Yes	Yes	Yes
Assessment Scholastic Reading Inventory			Type of Assessment Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter Spring	No	Yes	Yes	No

## 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?**

We utilize benchmark and diagnostic assessments to monitor student growth at the classroom, school and district levels. These data are used to differentiate, modify curriculum, and to determine groups and interventions appropriate for each student. Each student is screened formally three times per 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.

Sharon A. Perry  
Chief School Administrator

06/28/2022  
Date