

**MCKEESPORT AREA TECH CTR**

1960 Eden Park Boulevard

Academic Standards and Assessment Requirements (Chapter 4) | 2023 - 2026

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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 ASSESSMENT REQUIREMENTS

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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1. Identify your school entity type from the drop-down list:

Comprehensive CTC

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers
Pre K - 2	No	0
3 - 5	No	0
6 - 8	No	0
9 - 12	Yes	225
		Total 225

**Chapter 4****Curriculum and Instruction Requirements****Written Curriculum Framework****Taught within the Grade Span**

PA-Core English Language Arts

9-12

9-12

PA-Core Mathematics

9-12

9-12

Science and Technology

9-12

9-12

Environment and Ecology

9-12

9-12

Civics and Government

9-12

9-12

Economics

9-12

9-12

Geography

9-12

9-12

History

9-12

9-12

Arts and Humanities

9-12

9-12

Health, Safety, and Physical Education

9-12

9-12

Family and Consumer Sciences

N/A

Reading and Writing for Science and Technical Subjects

N/A

Reading and Writing for History and Social Studies

N/A

Career Education and Work

9-12

9-12

## ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards
2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards
3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards
4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards Yes
5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards Yes

Elementary Grade Level content does not apply.

Secondary Grade Level content does not apply.

### 6. Describe your LEA's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

Purpose -The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, adapted and developed on a continuing basis and in accordance with a plan for curriculum improvement.

[1][2] Definition - For purposes of this policy, curriculum shall be defined as a series of planned instruction that is coordinated, articulated and implemented to result in achievement of specific knowledge and skills, and application of such knowledge, by all students.[3] Authority - The Board is responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board.[1][4][5] In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and a remediation plan for students not achieving proficiency.[1][2][6][7] Guidelines The district's curriculum shall provide the following: • Continuous learning through effective articulation among the schools of this district. • Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.[8] • Guidance and counseling services for all students to assist in career and academic planning.[9] • A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.[10] • Limited English Proficiency programs for students whose dominant language is not English, pursuant to law and regulation.[11][12] • Compensatory education programs for students, pursuant to law and regulation. • Equal educational opportunity for all students, pursuant to law and regulation.[13] • Career awareness and vocational education, pursuant to law and regulation.[14] •

Educational opportunities for exceptionally gifted students.[15] • Regular and continuous instruction in required safety procedures.[16] Delegation of Responsibility • As the educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum. S/He shall establish procedures for curriculum development, which ensure the utilization of available resources, and effective participation of administrators, teaching staff members, students, and Board members.[1][2] • A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members.[1] • With prior Board approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program.[1][17] • The Superintendent shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs. • The Board encourages, where it is feasible and in the best interest of district students, participation in state-initiated pilot programs of educational research. • The Board directs the Superintendent to pursue actively state and federal aid in support of research activities This formal cycle will be completed every five years with yearly informal evaluations as needed.

**7. List resources, supports or models that are used in developing and aligning curriculum.**

Understanding by Design model Instructional Materials Evaluation Tool What Works Clearinghouse resources Pennsylvania Evidence Resource Center Culturally Responsive Score Card PDE’s Standards Aligned System Site

**8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.**

Each grade level and content area team meets regularly to review written curriculum and needed instructional materials. There is time set aside on the in-service calendar for these meetings at the beginning of the school year. There is additional time scheduled at each building throughout the year (staff meetings, department meetings, grade level team meetings) to review materials, make curricular adjustments, and develop proposed budgets for curricular materials needed each year. The written curriculum for ELA and Math are posted on our district website.

[Planned instruction consists of at least the following elements: \(Chapter 4.12\)](#)

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|--|-----|
| <b>9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.</b>  | Yes |
| <b>10. Essential content is developed from PA Core/Academic Content Standards.</b>   | Yes |
| <b>11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.</b>                           | Yes |
| <b>12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.</b> | Yes |
| <b>13. Courses and units of study are developed from measurable outcomes and/or objectives.</b>  | Yes |

**14. Course objectives to be achieved by all students are identified.** Yes

**15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.** Yes

**16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)**

Our Math Curriculum cycle was just completed during the 2021-22 school year. During this plan cycle, the LEA will be revising the locally developed curriculum for ELA and Science. For ELA, professional learning on structured literacy and the science of reading is planned for the 23-24 school year. This will be held for all educators holding PreK-4, 4-8, Special Education, ESL, and Reading Specialist certifications. Smaller teams comprised of administrators, instructional coaches, and educators will meet at least quarterly to determine curricular materials to review. ELA program presentations will be brought in for all educators to learn about and share feedback. Tools such as the Instructional Materials Evaluation Tool from Achieve the Core and Ed Reports Curriculum Review Tools. The ELA curriculum team will make a recommendation to the administrators and school board for the purchase of new materials based on the feedback and data from review. Based on the purchases of materials, the curriculum team/instructional coaches will update the locally developed curriculum maps. Professional learning regarding the new science standards (NGSS) has been in place for the 22-23 school year and will continue through the 2024-2025 school year. For the first half of the 23-24 school year, professional learning will continue for all educators who teach science. During the second half, reviews of new instructional materials will occur. A team of educators representing various grade levels and buildings will make a recommendation on the materials to purchase. Based on the purchases of materials, representatives from the curriculum team will develop science curriculum maps for K-12.

**Based on the responses above, would written curriculum be a priority in your comprehensive plan?** No

**Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?** No

## ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools 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 must equal 100%)

A. Data Available Classroom Teachers	84.48
B. Non-Data Available Classroom Teachers	3.61
C. Non-Teaching Professionals	8.3
D. Principals	3.61
Total	0

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

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	-- Does Not Apply --	-- Does Not Apply --	1a: Demonstrating Knowledge of Content and Pedagogy
Domain 2: The Classroom Environment	-- Does Not Apply --	-- Does Not Apply --	2a: Creating an Environment of Respect and Rapport

	Elementary School	Middle School	High School
<b>Domain 3: Instruction</b>	-- Does Not Apply --	-- Does Not Apply --	3e: Demonstrating Flexibility and Responsiveness
<b>Domain 4: Professional Responsibilities</b>	-- Does Not Apply --	-- Does Not Apply --	4f: Showing Professionalism

### 3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?

Self-Reflection: Encourage the teacher to engage in regular self-reflection. They should think about their teaching methods, content knowledge, and how these align with their students' needs and learning styles. Professional Development: Identify specific areas where the teacher can benefit from professional development or training. This might include subject-specific content courses, workshops on pedagogical strategies, or training on the use of technology in teaching. Mentoring and Peer Collaboration: Pair the teacher with a mentor who has a strong background in content and pedagogy. Regular meetings with the mentor can provide guidance, feedback, and opportunities for collaborative planning and reflection. Curriculum Review: Collaborate with colleagues and administrators to review and update the curriculum to ensure it aligns with the latest research and best practices in the field. Encourage the teacher to actively participate in this process. Action Research: Encourage the teacher to engage in action research projects. This involves investigating a specific teaching or content-related challenge, implementing changes, and assessing the impact. It can provide valuable insights and promote continuous improvement. Peer Observations: Organize peer observations where the teacher can observe and be observed by colleagues. This allows for the sharing of effective teaching practices and constructive feedback. Feedback Loops: Establish a system for collecting feedback from students, parents, and colleagues. Regularly reviewing this feedback can help the teacher make adjustments to their teaching strategies. Professional Learning Communities (PLCs): Encourage participation in PLCs focused on content and pedagogy. These collaborative groups provide a platform for sharing resources, discussing best practices, and problem-solving. Technology Integration: Explore ways to integrate technology into the classroom to enhance both content delivery and pedagogical approaches. Training on educational technology tools can be beneficial. Continuous Learning: Promote a culture of continuous learning and growth within the school. Encourage the teacher to attend conferences, seminars, and workshops related to their subject area and teaching methods. Data Analysis: Analyze student performance data to identify areas where the teacher's content knowledge and pedagogy may need adjustment. Use this data to inform teaching practices. Collaborative Planning: Foster collaboration between teachers to create cross-curricular lessons that integrate content knowledge and pedagogy from multiple disciplines. Goal Setting: Work with the teacher to set specific, measurable, achievable, relevant, and time-bound (SMART) goals related to content knowledge and pedagogy. Regularly review progress toward these goals. Feedback Culture: Cultivate a culture of constructive feedback within the school, where teachers are encouraged



to seek and provide feedback to each other to foster growth. Documentation and Portfolios: Encourage the teacher to maintain a professional portfolio that includes evidence of their content knowledge and pedagogical skills, such as lesson plans, student work samples, and reflections. Administrative Support: Ensure that the school administration is supportive of the teacher's professional development efforts and allocates resources and time for these initiatives. Recognition and Celebration: Acknowledge and celebrate the teacher's successes and improvements in content knowledge and pedagogy, both privately and publicly, to motivate and inspire continued growth.

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

	Elementary School	Middle School	High School
<b>Domain 1: Planning and Preparation</b>	-- Does Not Apply --	-- Does Not Apply --	1b: Demonstrating Knowledge of Students
<b>Domain 2: The Classroom Environment</b>	-- Does Not Apply --	-- Does Not Apply --	2d: Managing Student Behavior
<b>Domain 3: Instruction</b>	-- Does Not Apply --	-- Does Not Apply --	3b: Using Questioning and Discussion Techniques
<b>Domain 4: Professional Responsibilities</b>	-- Does Not Apply --	-- Does Not Apply --	4c: Communicating with Families

**5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?**

Feedback Preparations: Teachers should be encouraged to prepare for observations by setting clear goals and expectations for the lesson. They should articulate what they want to achieve and how they plan to do so. Regular Observation Schedule: Establish a regular schedule for classroom observations to create a more predictable and less stressful environment for teachers. Frequent, short observations can be more effective than infrequent, lengthy ones. Formative Observations: Emphasize the formative nature of observations. Make it clear that the goal is to provide feedback and support for professional growth rather than a high-stakes evaluation. Clear Evaluation Criteria: Develop and share clear criteria or rubrics that observers will use during evaluations. This ensures that both observers and teachers have a common understanding of what is expected. Observer Training: Train observers to provide constructive and specific feedback. They should be skilled in using the evaluation criteria and providing actionable recommendations for improvement. Peer Observations: Implement a peer observation system where teachers observe each other's classes. Peer feedback can be more relatable and less intimidating than feedback from administrators. Self-

Reflection: Encourage teachers to engage in self-reflection before and after observations. This can help them identify their own strengths and weaknesses and set goals for improvement. Feedback Conferences: Schedule feedback conferences after observations to discuss the results. These conferences should be collaborative discussions focused on growth rather than one-way critiques. Targeted Professional Development: Use the feedback from observations to identify areas where teachers may need additional training or support. Provide targeted professional development opportunities. Action Plans: Collaboratively develop action plans with teachers based on the feedback from observations. These plans should outline specific steps for improvement and a timeline for implementation. Peer Collaboration: Encourage teachers to collaborate with their peers to address challenges. Sharing strategies and resources can be highly beneficial. Resources and Support: Ensure that teachers have access to the necessary resources and support to address the challenges identified in observations. This may include instructional materials, technology, or mentoring. Diversify Observers: Consider having observations conducted by a variety of individuals, including administrators, peer teachers, and instructional coaches. Different perspectives can provide a more comprehensive view of teaching. Trust and Confidentiality: Build trust among teachers and observers by emphasizing the confidentiality of observation data. Teachers should feel safe sharing their challenges and receiving feedback. Student Feedback: Include student feedback as part of the observation process. Students can provide valuable insights into teaching effectiveness and classroom dynamics. Continuous Improvement: View the observation process as an ongoing cycle of improvement. Encourage teachers to revisit their goals and action plans regularly and make adjustments as needed. Celebration of Growth: Celebrate and recognize teachers' growth and improvements resulting from observations. Positive reinforcement can motivate teachers to embrace the process. Feedback on the Observation Process: Seek feedback from teachers about the observation process itself. Their input can help refine the process and make it more effective and supportive.

## 6. What information is used to determine Principal Performance Goals?

Goals Set	Comments/Considerations
<b>Provided at the district level</b>	Observations and Walkthroughs: District administrators or evaluators may conduct classroom observations and walkthroughs to assess instructional leadership and school management. Professional Development and Training Records: Review the principal's participation in relevant professional development and training activities. Compliance with District Policies and Regulations: Ensure that principals are adhering to district policies, regulations, and legal requirements related to education and school administration. Budget and Financial Data: Principals are often responsible for managing school budgets and resources. Evaluating financial data can assess their ability to allocate resources effectively and efficiently.

**Goals Set**    **Comments/Considerations**

**Provided  
at the  
building  
level**

Student Achievement Data: Student performance on standardized tests, assessments, and other academic indicators is a key metric for evaluating school leadership. Principals are often held accountable for improving student outcomes. School Climate and Culture Surveys: Surveys administered to students, parents, and staff can provide insights into the school's climate, culture, and overall satisfaction. This data helps assess the principal's ability to create a positive learning environment. Teacher and Staff Feedback: Feedback from teachers and staff members regarding their working conditions, professional development opportunities, and job satisfaction can highlight areas where principals can improve. Attendance and Discipline Data: Information on student attendance rates, disciplinary incidents, and dropout rates can help gauge the effectiveness of a principal's strategies for maintaining a safe and inclusive school environment. Curriculum and Instructional Data: Reviewing the curriculum, instructional practices, and student engagement data can determine how well principals are supporting effective teaching and learning within their schools. Professional Development and Teacher Support: Assess the extent to which principals are providing teachers with opportunities for professional development, mentoring, and support to enhance instructional practices. Parent and Community Engagement: Information on parent and community involvement, partnerships, and communication can indicate how well principals are fostering a sense of community and support for the school. Special Education and Inclusion Data: Data related to special education services and inclusion of students with disabilities can be used to evaluate how principals are ensuring equitable access to education. Progress Toward School Improvement Goals: Principals often work on specific school improvement plans. Data on progress toward these goals can be used to assess their effectiveness in leading change. Teacher Retention Rates: High teacher turnover can be a sign of leadership challenges. Data on teacher retention rates can help determine the principal's ability to create a positive working environment. Graduation Rates: For high schools, graduation rates are a crucial performance indicator. Principals may be evaluated based on their ability to increase graduation rates and reduce dropout rates. Community Input and Stakeholder Feedback: Seek input from community members, school board members, and other stakeholders to gather their perspectives on the principal's performance.

**Individual  
principal  
choice**

Self-Assessment: Begin by conducting a thorough self-assessment of your strengths, weaknesses, and areas where you want to grow as a school leader. Reflect on your leadership style, management skills, communication, and instructional leadership. Review School Data: Analyze school-level data, including student achievement data, school climate surveys, teacher retention rates, and other relevant metrics. Identify trends and areas for improvement that align with your role as principal. Engage Stakeholders: Seek input from various stakeholders, such as teachers, staff, parents, and community members. Conduct surveys,

**Goals Set**    **Comments/Considerations**

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focus groups, or one-on-one meetings to gather their perspectives on the school's strengths and areas needing attention. Set SMART Goals: Create specific, measurable, achievable, relevant, and time-bound (SMART) goals. Ensure that your goals are clear and quantifiable, making it easier to track progress and evaluate success. Prioritize Goals: Identify the most critical areas for improvement based on your self-assessment and the data you've collected. Prioritize these areas to focus your efforts effectively. Align with School Improvement Plan: Your personal performance goals should align with the broader school improvement plan. Ensure that your goals contribute to the school's overall objectives and mission. Consider Professional Standards: Review professional standards for school principals or administrators, which may be provided by your district or relevant education organizations. Use these standards as a reference for setting goals. Seek Input from Supervisors: Consult with your immediate supervisor or district leadership to gain their input and ensure that your personal goals align with the district's priorities and expectations. Set Developmental Goals: In addition to outcome-based goals, consider setting developmental goals focused on improving specific leadership skills or competencies. For example, you might aim to enhance your conflict resolution skills or your ability to lead change initiatives. Balance Short-Term and Long-Term Goals: Include a mix of short-term and long-term goals. Short-term goals may address immediate needs, while long-term goals could involve multi-year strategic planning. Collaborate with Colleagues: Collaborate with other principals or educational leaders within your district or professional network. Sharing goals and seeking their input can provide valuable perspectives. Monitor Progress: Establish a system for monitoring progress toward your goals. Regularly assess your achievements and make adjustments as needed. Use data and evidence to evaluate your success. Professional Development: Identify specific professional development opportunities or training programs that will support your goal attainment. Consider workshops, courses, conferences, or coaching. Seek Feedback: Continuously seek feedback from colleagues, staff, and others who can provide insights into your performance. Use this feedback constructively to refine your goals and strategies. Celebrate Achievements: Celebrate milestones and achievements along the way. Recognize your successes and acknowledge the hard work you and your team have put into reaching your goals. Reflect and Adjust: Regularly engage in self-reflection to assess your progress and adjust your goals as necessary. Be open to evolving priorities and changing circumstances. Document and Archive: Keep a record of your goals, progress, and achievements. This documentation can be useful for annual performance evaluations and for demonstrating your professional growth over time.

**Goals Set    Comments/Considerations**

Other  
(state  
what  
other is)

**7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.**

<b>LEA Selected Measures</b>	<b>Grades/Content Area</b>	<b>Student Assessment Examples</b>
<b>Locally Developed School District Rubric</b>	K-12/ELA/Math/Science/SS	<p>Subject-Specific Mastery Rubric: Evaluating student achievement in individual subjects such as mathematics, science, English language arts, social studies, and foreign languages. Grade-Level or Course-Specific Achievement Rubric: Assessing student performance based on grade-level or course-specific learning objectives and standards. Competency-Based Assessment Rubric: Measuring student achievement in terms of specific competencies or skills outlined in the district's curriculum. Project-Based Learning Achievement Rubric: Evaluating student achievement in project-based learning assignments, including criteria such as research, problem-solving, and presentation skills. Capstone Project Achievement Rubric: Assessing student achievement in capstone or culminating projects at various educational levels. Portfolio Assessment Rubric: Evaluating student achievement through the compilation and assessment of student portfolios that showcase their work over time. Performance Assessment Rubric: Measuring student achievement through performance tasks, simulations, or real-world applications of knowledge and skills. Common Formative Assessment Rubric: Assessing student achievement using common assessments developed collaboratively by teachers to measure specific learning objectives. State Standards Alignment Rubric: Evaluating the alignment of curriculum, instruction, and assessment</p>

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
		<p>with state academic standards. Standards-Based Grading Rubric: Measuring student achievement based on proficiency levels corresponding to specific learning standards or competencies. Assessment of 21st-Century Skills Rubric: Assessing student achievement in skills such as critical thinking, communication, collaboration, creativity, and digital literacy. Problem-Solving and Critical Thinking Rubric: Evaluating student achievement in terms of problem-solving, analytical thinking, and application of knowledge. Research and Inquiry Skills Rubric: Measuring student achievement in conducting research, using credible sources, and citing evidence. Assessment of Literacy and Writing Skills Rubric: Assessing student achievement in reading, writing, and literacy, including criteria such as comprehension, analysis, and expression. Mathematical Problem-Solving Rubric: Evaluating student achievement in mathematical problem-solving, mathematical reasoning, and mathematical communication. STEM (Science, Technology, Engineering, and Mathematics) Achievement Rubric: Measuring student achievement in STEM-related subjects and competencies. Language Proficiency Rubric: Assessing student achievement in language proficiency for students learning English as a second language. Interdisciplinary Learning Achievement Rubric: Evaluating student achievement when learning incorporates multiple subjects and areas of knowledge. Holistic Achievement Rubric: Assessing overall student achievement that takes into account a range of academic and non-academic factors. Student Growth and Progress Monitoring Rubric: Evaluating student achievement by tracking their growth and progress over time, including personalized learning goals.</p>
<b>District-Designed Measure &amp; Examination</b>	K-12/ELA/Math/Science/SS	District Benchmark Assessments: Periodic assessments designed to gauge student progress and mastery of district-specific learning objectives. End-of-Unit or End-of-Chapter Examinations: Assessments administered at the conclusion of specific instructional units or chapters to evaluate student understanding of the material. Common Assessments: Consistent assessments administered across multiple schools within the district to assess the same curriculum standards or learning objectives. Local Summative Assessments: Comprehensive assessments that measure

**LEA Selected  
Measures**

**Grades/Content Area**

**Student Assessment Examples**

student achievement and growth at the end of a grading period, semester, or school year. Performance-Based Assessments: Tasks or projects that require students to apply their knowledge and skills in real-world scenarios or authentic contexts. Portfolio Assessments: Collections of student work over time, showcasing their progress and accomplishments in various subject areas. Oral and Presentation Assessments: Evaluations of students' speaking and presentation skills, often used for assessing communication and public speaking abilities. Authentic Assessments: Assessments that mirror real-world tasks, such as research papers, scientific experiments, or artistic performances. District-Wide Writing Assessments: Evaluations of students' writing abilities, including essays, reports, and creative writing. Mathematics Problem-Solving Assessments: Assessments that measure students' ability to solve complex math problems, analyze mathematical concepts, and explain their reasoning. Science Inquiry and Investigation Assessments: Evaluations of students' ability to conduct scientific investigations, make observations, and draw conclusions. Social Studies Research Projects: Assessments that require students to conduct research on historical events, cultural topics, or societal issues. World Language Proficiency Assessments: Assessments of students' language proficiency in languages taught in the district. Digital Literacy and Technology Competency Assessments: Evaluations of students' proficiency in using technology tools and digital resources. Interdisciplinary Assessments: Assessments that integrate content from multiple subjects to evaluate students' ability to apply knowledge across disciplines. District-Designed Examinations for Special Populations: Tailored assessments for students with disabilities or English Language Learners to ensure equitable evaluation. Assessments for Career and Technical Education (CTE) Programs: Evaluations specific to CTE courses and programs, assessing technical skills and knowledge. Student Growth and Learning Objectives (SLOs): Customized assessments designed to measure individual student growth based on predetermined learning objectives. Teacher-Created Assessments: Assessments designed by teachers to measure student progress within their own classrooms, aligned with district standards. Culminating Senior Projects: Capstone projects or

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
<b>Nationally Recognized Standardized Test</b>	K-12/ELA/Math/Science/SS	<p data-bbox="748 268 2080 300">presentations required for graduation, demonstrating students' readiness for college or career.</p> <p data-bbox="748 352 2080 1436"> <b>NWEA MAP (Measures of Academic Progress):</b> Purpose: NWEA MAP is a computer-adaptive assessment system designed to measure a student's academic growth over time and to inform instructional decisions. It assesses a wide range of subjects, including math, reading, language usage, and science. Adaptive Nature: MAP is adaptive, meaning that the difficulty of the questions adjusts based on the student's responses. If a student answers a question correctly, they receive a more challenging question, and if they answer incorrectly, they receive an easier one. This helps to pinpoint a student's skill level with precision. Progress Monitoring: MAP assessments are typically administered multiple times throughout the school year, allowing educators to monitor students' growth and identify areas where additional support may be needed. Instructional Insights: MAP provides detailed reports to teachers, showing a student's strengths and weaknesses. Teachers can use this information to tailor instruction to individual student needs. Grade Levels: MAP assessments are available for students in kindergarten through 12th grade. <b>Acadience (formerly known as DIBELS, Dynamic Indicators of Basic Early Literacy Skills):</b> Purpose: Acadience is a set of assessments primarily focused on early literacy skills for young students in kindergarten through 6th grade. It is designed to identify students who may be at risk for reading difficulties and to provide early intervention. Literacy Focus: Acadience assesses specific foundational reading skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Progress Monitoring: Acadience assessments can be administered several times throughout the school year to track students' literacy development and identify those who may need additional support. Early Intervention: Acadience is often used as part of a Response to Intervention (RTI) framework, helping educators identify struggling readers early so that targeted interventions can be provided. Individualized Support: Teachers use Acadience data to create individualized reading plans and interventions for students who are not meeting literacy benchmarks. <b>CDT Science, or the Classroom Diagnostic Tools for Science,</b> is an assessment </p>



LEA Selected Measures	Grades/Content Area	Student Assessment Examples
		<p>system designed to evaluate and measure students' understanding of science concepts and skills. Developed by the Pennsylvania Department of Education (PDE) in the United States, CDT Science provides educators with valuable insights into individual and group student performance, helping them tailor instruction to meet students' specific needs. AP Exams, short for Advanced Placement Exams, are standardized assessments offered by the College Board in the United States. These exams are designed to measure a student's mastery of college-level content in various subjects and are typically taken by high school students who have completed Advanced Placement (AP) courses. AP Exams play a crucial role in the AP program, which allows students to earn college credit or advanced placement in college courses based on their exam performance. The Pennsylvania System of School Assessment (PSSA) and Keystone Exams are standardized assessments used in Pennsylvania's K-12 public education system to measure student performance and proficiency in various subjects. These assessments are administered to students at specific grade levels and serve as tools for evaluating school and district performance, as well as for making educational policy decisions. The ASVAB, or Armed Services Vocational Aptitude Battery, is a standardized test used by the United States military to assess and evaluate the aptitude and qualifications of individuals seeking to join the U.S. Armed Forces. The ASVAB is a comprehensive assessment that measures various cognitive abilities and skills to determine an individual's potential for success in military service.</p>
<b>Industry Certification Examination</b>	K-12/Career and Technology Education	<p>The NOCTI (National Occupational Competency Testing Institute) test is an assessment designed to measure the occupational and technical skills of students and workers in various career and technical education (CTE) programs. It is widely used in the United States as a tool to evaluate an individual's competence and readiness for careers in specific industries. Here are some key characteristics and features of the NOCTI test: Purpose: The primary purpose of the NOCTI test is to assess an individual's occupational competency and proficiency in various technical and vocational fields. It helps employers, educators, and students gauge the readiness of individuals</p>

**LEA Selected  
Measures**

**Grades/Content Area**

**Student Assessment Examples**

for entry-level positions in specific industries. Industry-Specific: NOCTI offers a wide range of industry-specific assessments across various career clusters. These clusters include fields such as automotive technology, culinary arts, health sciences, construction trades, information technology, and more. There are over 80 NOCTI occupational assessments available. Performance-Based: The NOCTI test is typically performance-based, meaning it evaluates an individual's hands-on skills and knowledge related to the specific occupation or industry. This can involve tasks such as diagnosing and repairing equipment, demonstrating culinary techniques, or conducting medical procedures. Written and Practical Components: NOCTI assessments often consist of both written and practical components. The written portion may include multiple-choice questions, short-answer questions, and other formats to evaluate theoretical knowledge. The practical component assesses hands-on skills and may involve completing specific tasks or projects. Alignment with Industry Standards: NOCTI assessments are designed to align with industry standards and expectations, ensuring that individuals who pass the test are well-prepared for the demands of their chosen profession. Certification: Successfully passing a NOCTI assessment can lead to the attainment of industry-recognized certifications. These certifications are valuable for individuals seeking employment in their chosen field as they demonstrate their competence to potential employers. Educational Use: NOCTI assessments are often used in educational settings, particularly in high schools, career and technical education programs, and post-secondary institutions. They can be used to evaluate program effectiveness, guide curriculum development, and assess individual student learning outcomes. Career Development: NOCTI results can help students and workers identify areas where they excel and areas where they may need additional training or improvement. This information can guide career development and educational planning. Computer-Based Testing: While traditional paper-and-pencil testing is still available, many NOCTI assessments are now offered in a computer-based format, making it more accessible and convenient for test-takers. Scoring and Reporting: NOCTI assessments are scored based on established rubrics and criteria specific to each occupation or industry. Detailed score reports

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
		<p>provide feedback on strengths and weaknesses, helping individuals and educators understand where improvement may be needed. Overall, the NOCTI test serves as a valuable tool for assessing the readiness and competency of individuals pursuing careers in various technical and vocational fields. It plays a critical role in workforce development and education by helping individuals acquire industry-recognized certifications and succeed in their chosen professions. CTE certifications, or Career and Technical Education certifications, are credentials awarded to individuals who have demonstrated competency and proficiency in specific career and technical fields. These certifications are typically earned by students or individuals who have completed CTE programs, which provide hands-on training and education in various vocational and technical careers. CTE certifications are valuable for both entry into the workforce and career advancement.</p>
<p><b>Student Projects Pursuant to Local Requirements</b></p>	<p>K-12/ELA/Math/Science/SS</p>	<p>N/A</p>
<p><b>Student Portfolios Pursuant to Local Requirements</b></p>	<p>K-12/ELA/Math/Science/SS</p>	<p>Senior projects are comprehensive, culminating experiences often required for high school or college seniors before they graduate. These projects are designed to demonstrate a student's readiness for graduation by applying and showcasing the knowledge, skills, and competencies they have acquired throughout their academic journey. Senior projects vary in format, scope, and requirements, but they typically share several key characteristics: Independence: Senior projects are usually independent endeavors, allowing students to take ownership of their work. While they may receive guidance and mentorship from teachers or advisors, students are expected to demonstrate self-reliance and initiative. Research and Investigation: Many senior projects involve in-depth research and investigation into a specific topic or issue. This research component often</p>

**LEA Selected  
Measures**

**Grades/Content Area**

**Student Assessment Examples**

requires students to gather, analyze, and synthesize information from various sources.

**Interdisciplinary or Multidisciplinary:** Senior projects can span multiple subject areas or disciplines, allowing students to apply a broad range of knowledge and skills. They encourage interdisciplinary thinking and problem-solving.

**Real-World Application:** Senior projects often emphasize real-world application. Students may be required to address real-life challenges, propose solutions to problems, or create tangible products or outcomes.

**Project Proposals:** In some cases, students must develop project proposals outlining the scope, objectives, methods, and expected outcomes of their projects. These proposals are typically reviewed and approved by teachers or advisors.

**Mentorship and Guidance:** Students may work closely with mentors, teachers, or advisors who provide guidance, feedback, and support throughout the project's duration.

**Presentation and Defense:** A significant component of many senior projects is the presentation or defense of the work. Students may be required to present their findings, showcase their creations, or explain their solutions to a panel of educators or experts.

**Reflection and Documentation:** Senior project experiences often include reflective components, where students document their progress, challenges, and insights throughout the project. This documentation can take the form of journals, blogs, or portfolios.

**Assessment and Evaluation:** Senior projects are typically assessed based on predefined criteria or rubrics. Evaluation criteria may include the quality of research, presentation skills, problem-solving abilities, and the overall impact of the project.

**Community Engagement:** Some senior projects involve community engagement or service learning, where students address community needs or collaborate with local organizations.

**Variety of Formats:** Senior projects can take various formats, such as research papers, scientific experiments, art exhibitions, business plans, engineering prototypes, community service initiatives, documentaries, and more.

**Graduation Requirement:** In many educational institutions, the successful completion of a senior project is a graduation requirement. Failing to meet the project's requirements may delay or prevent graduation. Senior projects are valuable educational experiences that prepare students for the transition to higher education, the workforce, or other post-graduation pathways. They foster

**LEA Selected  
Measures**

**Grades/Content Area**

**Student Assessment Examples**

critical thinking, problem-solving, research skills, and self-directed learning while allowing students to explore their passions and interests in-depth. Additionally, senior projects provide a meaningful way for schools to assess and validate students' readiness for graduation.

**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	
NWEA MAP				Diagnostic	
Frequency or Date Given	K-2	3-5	6-8		9-12
Three times per year	No	No	No		Yes
Assessment				Type of Assessment	
CDT Science				Diagnostic	
Frequency or Date Given	K-2	3-5	6-8		9-12
Two times per year					Yes
Assessment				Type of Assessment	
NOCTI				Diagnostic	
Frequency or Date Given	K-2	3-5	6-8		9-12
Once per year					Yes

Assessment AP Exams				Type of Assessment Summative	
Frequency or Date Given Once per year	K-2	3-5	6-8		9-12 Yes
Assessment ASVAB				Type of Assessment Summative	
Frequency or Date Given Once per year	K-2	3-5	6-8		9-12 Yes
Assessment Keystone Exam				Type of Assessment Summative	
Frequency or Date Given Once per year	K-2	3-5	6-8		9-12 Yes
Assessment CTE Certifications				Type of Assessment Summative	
Frequency or Date Given Once per year	K-2	3-5	6-8		9-12 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?**

NWEA MAP is given three times per year. There is an assessment calendar which indicates dates to administer and dates for data meetings.

School leaders meet with teachers to review data. Teachers meet with students in one-on-one conferencing to review data and set goals. Grade level and department teams meet with instructional coaches and school leaders to make instructional plans based on assessment data.

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Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? No



## **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.

Tia M. Wanzo  
Chief School Administrator

10/31/2023  
Date

