

BERLIN BROTHERSVALLEY SD

1025 Main St

Academic Standards and Assessment Requirements (Chapter 4) | 2026 - 2029

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.

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

School District

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	Yes	170
3 - 5	Yes	182
6 - 8	Yes	177
9 - 12	Yes	232
		Total 761

This Part-time CTC offers the following core content:

Chapter 4 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, Technology & Engineering, and Environmental Literacy Standards (STEELS)	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
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
Personal Finance	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12

Assurances: Standards Alignment, Curriculum, and Planned Instruction

1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

Elementary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one subject in one grade level that utilizes your LEA standardized format.

Uploaded Files

_ Math 1st grade 3rd nine weeks Curriculum Framework (1).docx

_Math 1st grade 4th nine weeks Curriculum Framework.docx

Math 1st grade 1st nine weeks Curriculum Framework.docx

_Math 1st grade 2nd nine weeks Curriculum Framework.docx

Secondary Grade Level content does not apply.

Upload a sample of your locally developed curriculum from one secondary grade level content area.

Uploaded Files

FINAL 8th grade ELA Curriculum Framework - V Smith.docx

Optional: Upload the LEA's policy regarding the review of instructional material.

Uploaded Files

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.

Berlin Brothersvalley School District will utilize a systematic three-year curriculum review cycle to ensure that the written, taught, and assessed curriculum remains aligned with the current Pennsylvania Academic Standards. Each identified content area will undergo a formal review once during the three-year cycle, with annual monitoring occurring between formal reviews. The formal review of an identified content area will be completed during one school year using the following process: Step 1 – Standards and Data Review: August–October Grade-level and content-area teachers, building administrators, and appropriate support personnel will review the current Pennsylvania Academic Standards, eligible content, assessment anchors, SAS resources, state and local assessment data, and the district's existing curriculum documents. Teams will identify gaps, redundancies, outdated standards, and areas requiring greater vertical alignment. Step 2 – Curriculum Mapping and Gap Analysis: November–January Teacher teams will examine the existing scope and sequence, pacing, instructional units, learning objectives, assessments, and instructional resources. Curriculum will be mapped against the applicable Pennsylvania Academic Standards. Vertical articulation will occur between grade levels to identify gaps and unnecessary repetition. Step 3 – Curriculum Revision and Resource Review: February–April Teachers and administrators will revise curriculum maps, scope and sequence documents, essential learning outcomes, common assessments, and instructional expectations. Existing instructional resources will be reviewed to determine whether they adequately support the revised curriculum and standards. Additional materials or resources will be identified when necessary. Step 4 – Final Review and Approval: May–June Revised curriculum documents will be reviewed by building and district administration for standards alignment, consistency, appropriate rigor, and continuity across grade levels. Recommendations for instructional materials, professional development, or additional resources will also be finalized. Step 5 – Implementation and Monitoring: Following School Year The revised curriculum will be implemented by teachers. Administrators and teacher teams will monitor implementation through PLC meetings, classroom observations, student performance data, common assessments, and teacher feedback. Adjustments may be made throughout implementation when data or changes in Pennsylvania Academic Standards indicate a need. The district's formal curriculum review cycle is repeated every three years. Content areas are staggered throughout the three-year period so that curriculum review remains manageable and meaningful. Although a content area's comprehensive revision occurs during its designated review year, curriculum is considered a living document and may be modified at any time in response to changes in Pennsylvania Academic Standards, assessment results, legislation, instructional research, or identified learner needs.

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

Pennsylvania Academic Standards (all content areas) Assessment Anchors and Eligible Content PSSA and Keystone Exam blueprints Future Ready PA Index PA STEELS Standards (Science, Technology & Engineering, Environmental Literacy & Sustainability) SAS Portal (Standards Aligned System) PA Literacy Framework Structured Literacy guidance documents

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

All written curriculum documents are housed in a centralized, shared digital platform accessible to all instructional staff. Curriculum documents include: PA Academic Standards alignment (standard codes clearly identified) Assessment Anchors and Eligible Content Scope and sequence documents Pacing guides Essential questions and core competencies Common assessment frameworks Teachers get materials into the hands of learners through a variety of intentional methods, including district-adopted curriculum resources, textbooks, digital platforms, teacher-created materials, hands-on manipulatives, supplemental resources, and intervention materials.

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

9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

10. Essential content is developed from PA Core/Academic Content Standards.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

13. Courses and units of study are developed from measurable outcomes and/or objectives.

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

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

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

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

Yes

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

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

Berlin Brothersvalley School District ensures that teachers have access to the instructional materials necessary to deliver the written curriculum and that those materials are placed directly into the hands of learners. As part of the curriculum review process, teachers and administrators inventory existing textbooks, consumable materials, digital programs, manipulatives, intervention resources, laboratory materials, classroom libraries, and other instructional resources. These materials are compared with the Pennsylvania Academic Standards, district curriculum maps, instructional priorities, and identified learner needs. Teachers communicate instructional material needs through grade-level/content-area PLC meetings, curriculum review meetings, department or grade-level requests, and direct communication with building administration. Administration reviews requests and works with the district's business office to prioritize purchases through the general budget, federal programs, grants, and other available funding sources. Materials are provided to students in multiple formats depending upon the instructional need. These include district-purchased textbooks and workbooks, teacher-created instructional materials, printed resources and handouts, manipulatives and hands-on materials, classroom and school library resources, Chromebook-based digital resources, online instructional programs, and intervention or enrichment materials. When appropriate, materials are assigned electronically through district-supported learning platforms so learners may access them both in school and outside the classroom. Teachers are responsible for ensuring that identified instructional resources are incorporated into daily instruction and are accessible to learners. Building administrators monitor access to and implementation of instructional materials through classroom observations, PLC discussions, curriculum meetings, teacher feedback, purchasing requests, and review of student performance data. If a gap in instructional resources is identified, the teacher or curriculum team communicates the need to administration. The district then determines whether existing resources can address the need or whether additional materials must be purchased, developed, or obtained. This process helps ensure that instructional materials are not simply

available to teachers but are consistently placed into the hands of students and used to support mastery of the Pennsylvania Academic Standards.

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

Yes

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

Yes

Assurances: Educator Effectiveness

Act 13

Check if Act 13 is NOT used in educator evaluations (Brick and Mortar 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%)

Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
A. Data Available Classroom Teachers	37
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
B. Non-Data Available Classroom Teachers	55
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
C. Non-Teaching Professionals	7
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
D. Principals	1
The category total percentage of educators evaluated under Act 13 must equal 100%.	
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)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4e: Growing and Developing Professionally	4f: Showing Professionalism

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

Berlin Brothersvalley School District utilizes a structured, growth-oriented observation and feedback cycle to intentionally build upon instructional strengths identified during classroom walkthroughs and formal

evaluations. 1. Immediate Strength-Based Feedback Written and verbal feedback is provided promptly following walkthroughs and formal observations. Feedback highlights specific instructional strengths aligned to the Danielson Framework (e.g., questioning strategies, student engagement, structured literacy routines, checks for understanding). Administrators name the strategy observed and connect it to student impact. Purpose: Reinforce effective practices and ensure teachers clearly understand why the strategy is powerful.

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
Domain 1: Planning and Preparation	1f: Designing Student Assessments	1f: Designing Student Assessments	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2d: Managing Student Behavior	2d: Managing Student Behavior
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4c: Communicating with Families	4c: Communicating with Families	4c: Communicating with Families

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

Written and verbal feedback is provided promptly following observations. Feedback is aligned to the Danielson Framework for Teaching domains and components. Areas of growth are clearly identified with specific examples and recommended next steps. Administrators conduct follow-up conversations focused on solutions rather than compliance.

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

Goals Set	Comments/Considerations
Provided at the district level	Berlin Brothersvalley School District establishes principal performance goals through a comprehensive review of multiple data sources aligned to district strategic priorities, student achievement outcomes, and the Pennsylvania Educator Effectiveness system.
Provided at the building level	At the building level, principal performance goals are developed through a comprehensive analysis of student performance data, instructional trends, school climate indicators, and district priorities. Goals are tailored to the unique needs of the building while remaining aligned to district and state expectations.
Individual principal choice	In addition to district-directed priorities and data-informed expectations, Berlin Brothersvalley School District provides principals the opportunity to select performance goals based on individual reflection, professional growth needs, and building-specific leadership priorities.
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.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	K-2 ELA K-2 Math 3-8 ELA 3-8 Math 3-8 Science 3-8 Social Studies 9-12 ELA 9-12 Math 9-12 Science 9-12 Social Studies Electives	Test Dependent Analysis Prompt/ writing samples/ Standards- aligned common assessments
District-Designed Measure & Examination	K-2 ELA K-2 Math 3-8 ELA 3-8 Math 3-8 Science 3-8 Social Studies 9-12 ELA 9-12 Math 9-12 Science 9-12 Social Studies Electives	Standards- aligned common assessments, Reading Comprehension measures. locally developed performance tasks
Nationally Recognized Standardized Test	Math- Grades 3-8 ELA- Grades 3-8 Science- Grades 5/8 Biology 9-12 Math 9-12 ELA 9-12	PSSA Assessments/ Firefly/ IXL
Industry Certification Examination	Agriculture	NOCTI
Student Projects Pursuant to Local Requirements	Grades 9-12	Grade level rubric requirements (9-12).
Student Portfolios Pursuant to Local Requirements	K-12	Electronic Portfolio K-12

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

Firefly

Type of Assessment

Diagnostic

Frequency or Date Given

2x/year

K-2

No

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

IXL Math/ ELA

Type of Assessment

Benchmark

Frequency or Date Given

3x/ year

K-2

Yes

3-5

Yes

6-8

Yes

9-12

No

Assessment

DIBELS 8th Ed

Type of Assessment

Diagnostic

Frequency or Date Given

3x/year

K-2

Yes

3-5

Yes

6-8

No

9-12

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

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

Assessment data at Berlin Brothersvalley is used to guide instruction — not label students. Teachers are trained to: Analyze trends rather than isolated scores Connect assessment results to daily instructional decisions Monitor both proficiency and growth Engage students in understanding their own progress Berlin Brothersvalley does not use these tools in isolation. Instead, they function within a cohesive data cycle: Screen (DIBELS) ? Identify foundational gaps Benchmark (Firefly) ? Measure standards-based proficiency & growth Practice & Reinforce (IXL) ? Target skill deficits and extend learning PLC Review & Focus Five ? Adjust instruction and monitor progress

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan?

Yes

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.

Eric J. Lauer

Chief School Administrator

03/02/2026

Date