

**EAST PENN SD**

800 Pine Street

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.

| 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, 6-8                     | 3-5, 6-8, 9-12               |
| Economics  | K-2, 3-5, 6-8                | K-2, 3-5, 6-8                |
| Geography  | K-2, 3-5, 6-8                | K-2, 3-5, 6-8                |
| 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                         | K-2, 6-8, 9-12               | K-2, 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

9-12

3-5, 6-8, 9-12

Reading and Writing for History and Social Studies

3-5, 6-8

3-5, 6-8

Career Education and Work

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.  
Content area leaders, teachers, and administrators spearhead the standards alignment in the context of curriculum and assessment during a new curriculum cycle. The curriculum cycles occur every 7 years, however, if the content area leaders provide evidence that there is a need to update sooner, the Office of Teaching and Learning will do a needs assessment and may begin the curriculum cycle sooner than the 7 year period based on board approval. Further, if there are revisions to state standards, revisions will occur. Teams work to understand what the standards are utilizing the SAS portal. Further, they review what the curriculum consists of, including gaps. Next the committee reviews or creates assessments and analyzes alignment in the context of curriculum and standards. Teams analyze the standards to indicate what students should know and be able to do within a particular content area and sometimes create “I can statements” when developing student

friendly objectives. The curriculum is developed to ensure students gain the knowledge, skills, and abilities as described in the standards. Assessments are developed and administered to gather evidence related to student learning. Assessments created by the committees, or commercially produced, include: universal screeners, summative, benchmark, or may involve more informal methods of data collection through a formative assessment process. The committees ensure that the knowledge, skills, and abilities outlined in standards documents should build upon one another from grade to grade (vertical alignment) as students progress in their educational careers, and that the curriculum associated with the standards should also be logical and coherent within grade levels (horizontal alignment). The goal of the curriculum committees is to create a well-designed curriculum to ensure that students have a range of opportunities to gain the knowledge, skills, and abilities required by the standards. While standards describe what students are intended to learn; curriculum describes how they are intended to access the knowledge, skills, and abilities embedded within the standards. The curriculum teams ensure alignment in the specified curriculum is consistent with enabling students to reach the milestones outlined in the standards. The curriculum team reviews alignment to standards and revises curriculum when necessary to ensure that students have the opportunity to access the content and skills outlined in those standards.

2. List resources, supports or models that are used in developing and aligning curriculum.  
-SAS -Progression Documents -OER Commons -PA Core Standards -Next Generation Science Standards -Voluntary Model Curriculum (SAS Portal) -Ready Math/iReady -Literacy Continuum K-8 -Career Readiness (SAS Portal) -Pennsylvania Literacy (SAS Portal) -College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History -PA vs. NGSS -Cross Cutting documents
3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.  
East Penn ensures that all teachers have access to the written curriculum via the internal curriculum site containing content area standards, pacing guides, and assessment resources. Instructional materials are purchased via Federal grants and district funds. Each school inventories the instructional materials to ensure there are enough materials for teachers and students. Yearly meetings are held to acquire replacement or new materials based on need. Typically these meetings are held during the winter budget cycle.

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

comprehensive plan?

## 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.Essential content is developed from PA Core/Academic or Alternate Content Standards.   | Yes    |
| Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content StandardsContent, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards   | Yes    |
| Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate 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?

Content area leaders, teachers, and administrators spearhead the review for locally developed curriculum every 7 years, however, if the content area leaders provide evidence that there is a need to update sooner, the Office of Teaching and Learning will conduct a needs assessment and may begin the curriculum cycle sooner than the 7 year period based on board approval. Further, if there are revisions to state standards, curriculums are revised.

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

During the comprehensive plan cycle the following curriculum will be revised: Social Studies- K-12 ESL 6-12 Art - 6-12 Algebra 1 and beyond Science- K-12

## 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

55

b. Non-Data Available Classroom Teachers

39

c. Non-Teaching Professionals

3

d. Principals

3

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   |
|--|---|---|---|
| <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  | 2c: Managing Classroom Procedures                   | 2a: Creating an Environment of Respect and Rapport  |
| <b>Domain 3: Instruction</b>                   | 3a: Communicating with Students                     | 3a: Communicating with Students                     | 3a: Communicating with Students                     |
| <b>Domain 4: Professional Responsibilities</b> | 4c: Communicating with Families                     | 4a: Reflecting on Teaching                          | 4a: Reflecting on Teaching                          |

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

Coaching conversations between supervisors and employees. Connecting employees with leadership opportunities.

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> | 1f: Designing Student Assessments | 1f: Designing Student Assessments | 1f: Designing Student Assessments |
| <b>Domain 2: The Classroom</b>            | 2d: Managing Student              | 2e: Organizing Physical Space     | 2e: Organizing Physical Space     |

|  | Elementary School                               | Middle School                                   | High School                         |
|--|---|---|-------------------------------------|
| <b>Environment</b>                             | Behavior  |   |                                     |
| <b>Domain 3: Instruction</b>                   | 3b: Using Questioning and Discussion Techniques | 3b: Using Questioning and Discussion Techniques | 3d: Using Assessment in Instruction |
| <b>Domain 4: Professional Responsibilities</b> | 4d: Participating in a Professional Community   | 4c: Communicating with Families                 | 4c: Communicating with Families     |

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

Coaching conversations between supervisors and employees. Professional development aligned with professional needs.

6. 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>   | State data, local data, informal observation data, PA-Etep data, teacher/administrator feedback |
| <b>Provided at the building level</b>   | State data, local data, informal observation data, PA-Etep data, teacher/administrator feedback |
| <b>Provided at the grade level</b>      | State data, local data, informal observation data, PA-Etep data, teacher/administrator feedback |
| <b>Provided within the content area</b> | State data, local data, informal observation data, PA-Etep data, teacher/administrator feedback |

| Goals Set                   | Comments/Considerations   |
|-----------------------------|---|
| Individual teacher choice   | State data, local data, informal observation data, PA-ETEP data, teacher/administrator feedback |
| Other (state what other is) | NA  |

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                                 |
|---|--|--|
| Locally Developed School District Rubric          | K-12 Writing   | Modified from program                    |
| District-Designed Measure & Examination           | 9-12 All Subjects - Midterms/Finals; 3-5 Standards-based Reading Assessments | Developed by professional teaching teams |
| Nationally Recognized Standardized Test           | 6-12 NAEP; SAT; PSAT   | Administered when selected               |
| Industry Certification Examination                | NA   | NA                                       |
| Student Projects Pursuant to Local Requirements   | 9-11 Jasper  | Project-based School                     |
| Student Portfolios Pursuant to Local Requirements | Career Readiness   | Managed through School Counseling        |

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

No

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 |      |
| Fastbridge Universal Screening -Early Literacy Subtests & General Reading |     |     | Benchmark          |      |
| Frequency or Date Given   | K-2 | 3-5 | 6-8                | 9-12 |
| 3 times yearly  | Yes | Yes | Yes                | No   |
| Assessment  |     |     | Type of Assessment |      |
| Fastbridge Universal Screening -General Math                              |     |     | Benchmark          |      |
| Frequency or Date Given   | K-2 | 3-5 | 6-8                | 9-12 |
| 3 times yearly  | Yes | Yes | Yes                | No   |
| Assessment  |     |     | Type of Assessment |      |

## iReady Math Diagnostic

## Diagnostic

|                         |     |     |     |      |
|-------------------------|-----|-----|-----|------|
| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
| 3 times yearly          | Yes | Yes | Yes | No   |

### Assessment

### Type of Assessment

Benchmark Assessment System- Reading Levels

Benchmark

|                         |     |     |     |      |
|-------------------------|-----|-----|-----|------|
| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
| 2 times yearly          | Yes | Yes | Yes | No   |

### Assessment

### Type of Assessment

Local created Reading Assessments (PA Core Aligned)

Summative

|                         |     |     |     |      |
|-------------------------|-----|-----|-----|------|
| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
| 4 times yearly          | No  | Yes | Yes | Yes  |

### Assessment

### Type of Assessment

Performance tasks, discussions, classwork, exit tickets, observations, polls, case studies, anecdotal notes, quizzes, interactive notebooks

Formative

|                                 |     |     |     |      |
|---------------------------------|-----|-----|-----|------|
| Frequency or Date Given         | K-2 | 3-5 | 6-8 | 9-12 |
| Multiple times through a lesson | Yes | Yes | Yes | Yes  |

### Assessment

### Type of Assessment

Locally created lesson tests, unit tests, projects, midterm exams, final exams, performance tasks

Summative

|  |     |     |     |      |
|--|-----|-----|-----|------|
| Frequency or Date Given                                  | K-2 | 3-5 | 6-8 | 9-12 |
| At the conclusion of lessons, units, semesters, or years | Yes | Yes | Yes | Yes  |

|                  |                    |  |  |  |
|------------------|--------------------|--|--|--|
| Assessment       | Type of Assessment |  |  |  |
| FOSS Unit Checks | Summative          |  |  |  |

|                         |     |     |     |      |
|-------------------------|-----|-----|-----|------|
| Frequency or Date Given | K-2 | 3-5 | 6-8 | 9-12 |
| Once per unit           | Yes | Yes | No  | No   |

|                            |                    |  |  |  |
|----------------------------|--------------------|--|--|--|
| Assessment                 | Type of Assessment |  |  |  |
| Career Readiness Portfolio | Summative          |  |  |  |

|                                   |     |     |     |      |
|-----------------------------------|-----|-----|-----|------|
| Frequency or Date Given           | K-2 | 3-5 | 6-8 | 9-12 |
| Once at conclusion of senior year | No  | No  | No  | 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?**

The goal of the EPSD is to provide all faculty members, administration, and support staff with opportunities to enhance their knowledge, skills, attitudes, and beliefs in order to foster a learning community that positively impacts student learning and performance. The foundation that supports the district's plan is built on PA core standards, and the district's strategic and comprehensive plan. Utilizing data, both benchmark and diagnostic, building and district needs will be identified in order to develop appropriate professional development opportunities that focus on research-based best practice. Included in these opportunities will be a focus on MTSS interventions, Units of Study in Writing, Ready Math Program, literacy framework, assessment practices, technology integration, curriculum alignment to core curriculum standards, Project Lead the Way, Math Problem Solving, and SAS utilization. Students who are identified at-risk on benchmark and diagnostic assessments will be based on district criteria and assessments aligned to core including Universal Screening data. Students are placed in research-based reading programs based on student need. Areas of reading interventions are based on phonemic awareness, phonics, fluency, comprehension, or writing. Students are pulled out for small group instruction four days a week for approximately 30-40 minutes daily. Student are strategically monitored bi weekly for 8-10 weeks to assess if intervention is helping students make gains or not. If gains are being made a student may remain in program or exit out or if they are not, a new intervention may be put in place. Students identified at risk in math will be based on district criteria and assessments aligned to core including Universal Screening. The Title I paraprofessionals are scheduled into the students core math instruction to provide support through small group instruction, homework, repetition of lesson, or review. Further, during the remediation and enrichment period, students who are in need of math support work with a classroom teacher and Title I paraprofessional based on student need. Again, students are monitored to see if additional support is needed or if a student no longer needs the support.



## **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.

Chief School Administrator

Date