

**CARLISLE AREA SD**

540 W. North St.

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

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

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

## ACADEMIC STANDARDS AND PLANNING

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

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

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

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

**Written Curriculum Framework**

**Taught within the Grade Span**

Reading and Writing for Science and Technical Subjects

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

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

Reading and Writing for History and Social Studies

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

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

Career Education and Work

6-8, 9-12

6-8, 9-12

## ASSURANCES: STANDARDS ALIGNMENT

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

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

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1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.  
The Carlisle Area School District convenes committees of administrators, teachers, and other specialists to collaboratively create, review, and/or revise written curriculum in alignment with PA Academic Standards. With the standards as a baseline, program supervisors and teachers locally develop learning goals, essential questions, assessments, and identify key content and vocabulary. The written curriculum is reviewed and approved by the Director of Education. It is then moved forward for Board of Directors review and final approval.
  2. List resources, supports or models that are used in developing and aligning curriculum.

The Carlisle Area School District utilizes PA Academic Standards, the SAS portal, local materials and resources, and teacher knowledge and expertise to develop and align curriculum.

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

The curriculum writing process is a collaborative effort in which teachers are involved throughout the process. When curriculum is finalized and approved, it is distributed to teachers through the program supervisor. The program supervisor is responsible for ensuring that teachers have relevant materials and resources to implement the written curriculum. The curriculum is also posted to the district website for public and family review and access.

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

No

## ASSURANCES: CURRICULUM AND INSTRUCTION

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

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

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

The Carlisle Area School District reviews and revises written curriculum continuously. A new course is proposed by program supervisors in

collaboration with teachers. Proposals include a learning map and progression for the course, are board-approved, and then enter a pilot period of one academic year. During the pilot year, the written curriculum is further developed and then finalized. The full written curriculum is submitted for final board approval. Once a course is in place, we continuously monitor and evaluate the curriculum. The Director of Education, in consultation with program supervisors, ensures that documents are formally reviewed and revised approximately every three to five years, depending on the topic and the need for change.

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

The Carlisle Area School District is in the middle of a transition to a new curricular framework. This framework builds upon previous work in the design of strong lessons. The framework used the PA Academic Standards as a foundation, and includes learning goals, essential questions, assessments, key content, and vocabulary.

## 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  
15
    - b. Non-Data Available Classroom Teachers  
50
    - c. Non-Teaching Professionals  
30
    - d. Principals  
5
- Total  
100



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

	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
<b>Domain 1: Planning and Preparation</b>	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students
<b>Domain 2: The Classroom Environment</b>	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
<b>Domain 3: Instruction</b>	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
<b>Domain 4: Professional Responsibilities</b>	4f: Showing Professionalism	4f: Showing Professionalism	4f: Showing Professionalism

3. What action steps will be implemented to build upon the strengths found in the classroom teacher observations?  
 The Carlisle Area School District will 1) continue to differentiate our instruction to manage what students learn, how students learn, and how students are assessed, 2) cultivate and sustain a positive culture and climate by fostering strong and supportive relationships, 3) strengthen our systems and processes, and 4) Maintain strong professional development to support needs of the whole child.

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

	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
<b>Domain 1: Planning and Preparation</b>	1f: Designing Student Assessments	1f: Designing Student Assessments	1f: Designing Student Assessments

	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
<b>Domain 2: The Classroom Environment</b>	2d: Managing Student Behavior	2d: Managing Student Behavior	2d: Managing Student Behavior
<b>Domain 3: Instruction</b>	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
<b>Domain 4: Professional Responsibilities</b>	4b: Maintaining Accurate Records	4a: Reflecting on Teaching	4b: Maintaining Accurate Records

5. What action steps will be implemented to improve the challenges found in the classroom teachers observations?  
The data suggest the need to target professional learning in 1) designing strong assessments (this is a district initiative in 2022-2023), managaging student behavior, and maintaing accurate and effective records.
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?

<b>Goals Set</b>	<b>Comments/Considerations</b>
<b>Provided at the district level</b>	Goals and measures are rooted in the District's Comprehensive Plan.
<b>Provided at the building level</b>	Goals and measures are rooted in the Comprehensive Plan as well building-specific goals.
<b>Provided at the grade level</b>	Goals and measures are rooted in building-level goals and/or departmental goals.

Goals Set	Comments/Considerations
<b>Provided within the content area</b>	Goals and measures are rooted in building-level goals and/or departmental goals.
<b>Individual teacher choice</b>	Goals and measures are rooted in building-level goals and/or departmental goals.
<b>Other (state what other is)</b>	N/A

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

Evidence	Grades/Content Area	Comments
<b>Locally Developed School District Rubric</b>	K-5 Acadience Data	Used for all K-5 teachers in measuring literacy goals
<b>District-Designed Measure &amp; Examination</b>	Department based SLOs	District continued with one-year implementation of SLOs developed by individual departments
<b>Nationally Recognized Standardized Test</b>	N/A	N/A
<b>Industry Certification Examination</b>	N/A	N/A
<b>Student Projects Pursuant to Local Requirements</b>	Department based SLOs	District continued with one-year implementation of SLOs developed by individual departments

**Evidence**

**Grades/Content Area**

**Comments**

**Student Portfolios Pursuant to Local Requirements**

N/A

N/A

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

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

## ASSESSMENT

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

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

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

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

Assessment Type of Assessment

Classroom Diagnostic Tools

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	No	Yes	No	No

Assessment	Type of Assessment			
4-Sight for Math	Benchmark			

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	No	Yes	No	No

Assessment	Type of Assessment			
GRADE and GMADE	Benchmark			

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall and Spring	Yes	No	No	No

Assessment	Type of Assessment			
District Writing Samples	Benchmark			

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall and Spring	Yes	Yes	No	No

Assessment	Type of Assessment			
Words Their Way Spelling Inventory	Benchmark			

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall, Winter, Spring	Yes	Yes	No	No

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

Assessment				Type of Assessment	
Developmental Reading Assessment 2				Benchmark	
Frequency or Date Given	K-2	3-5	6-8		9-12
Spring	No	No	Yes		Yes

Assessment				Type of Assessment	
Common Assessments Math and Literacy				Summative	
Frequency or Date Given	K-2	3-5	6-8		9-12
Each Unit	Yes	Yes	No		No

Assessment				Type of Assessment	
Easy CBM Writing				Formative	
Frequency or Date Given	K-2	3-5	6-8		9-12
Weekly	Yes	Yes	Yes		Yes

Assessment				Type of Assessment	
Easy CBM Reading Comprehension				Formative	
Frequency or Date Given	K-2	3-5	6-8		9-12

Weekly	No	No	Yes	Yes
Assessment Easy CBM Math			Type of Assessment Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Weekly	No	No	Yes	Yes
Assessment Six Minute Solution			Type of Assessment Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Weekly	No	Yes	Yes	Yes
Assessment Six Way Paragraph			Type of Assessment Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Weekly	No	Yes	Yes	Yes
Assessment Core Phonics			Type of Assessment Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12
As needed	Yes	Yes	Yes	Yes
Assessment CTOPP2			Type of Assessment Diagnostic	



Frequency or Date Given	K-2	3-5	6-8	9-12
As needed	Yes	Yes	Yes	Yes

Assessment			Type of Assessment
Aleks			Formative

Frequency or Date Given	K-2	3-5	6-8	9-12
Weekly	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?**

Benchmark assessments are used as universal screening tools to screen students and gain an overall understanding of their strengths and needs as they relate to grade level standards. These assessments guide instructional groupings within an MTSS structure. They are used to inform district, building and grade level instructional growth goals for each individual student. Benchmark assessments also help to inform future professional development needs and ensure that staff are reaching projected outcomes using explicit direct instruction that enables all students to grow. Diagnostic assessments are used to gain further clarity about specific areas of need for each individual student within a particular instructional progression. These assessments further inform instruction and assist in the creation of specifically designed explicit instruction to meet the needs of each individual learner.

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## **SIGNATURE AND QUALITY ASSURANCE**

### **EDUCATION AREAS OF CERTIFICATION**

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

Chief School Administrator

Date