

PENN CAMBRIA SD

201 6th 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	301
3 - 5	Yes	278
6 - 8	Yes	330
9 - 12	Yes	503
		Total 1412

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

Gr 3_ Social Studies.pdf

Secondary Grade Level content does not apply.

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

Uploaded Files

PC_Gr 8_Math_2025.pdf

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

Uploaded Files

Instructional Materials - Policy109.pdf

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. Penn Cambria School District reviews alignment to the PA Academic Standards during the process of creating or revising curriculum maps, when reviewing assessments, and when vetting materials and resources. All three of these trigger a comprehensive review of standard alignment related to the content or course in question. In addition to these "trigger events", the following content area review cycles will be used to develop a plan for continuous review and revision. Department meetings held in the fall during in-service time will be the primary vehicle used to initiate review and determine if in-depth revision or realignment is needed. Departments not only review the current maps but also review current academic standards and student data to determine if revisions are needed. Cyclical Four Year Content Review Cycle Year 2026-2027 – Science & Technology – Art Year 2027-2028 – English Language Arts – Music – World Languages Year 2028-2029 – Math – BCIT/STEM- Career Standards Year 2029-2030- Social Studies – Physical Education/Health/Safety- Other Elective Areas This cyclical review continues using the four-year rotation noted above. Alignment to PA Core/Academic Standards is noted in each curriculum map. When revision is warranted, the process for alignment begins with a survey of existing curriculum by the Assistant to the Superintendent, building principal, and grade level or department teachers in comparison to current state standards. This process generally takes one month. Recommendations for change or revision based on this review are then made by creating an updated curriculum draft. The length of time necessary to adequately create this draft is dependent upon the level of revision needed; however, an approximate time of two months is estimated. This draft is reviewed independently by the department or grade level and the administrative team to determine if objectives and instructional plans within the curriculum document reasonably match the standard alignment noted. In other words, will the curriculum as written, develop student

understanding and skill directly aligned to the standards identified. Another step in this review is then a standard gap analysis to see if standards not taught within this curriculum are adequately addressed elsewhere or if additional revision is necessary. When the group is satisfied with the results, the draft curriculum documents are then shared with the board of education for their review and approval. The process from identification of need for revision to final board approval is between 3-6 months depending upon the level of revision needed and time available for department review.

7. List resources, supports or models that are used in developing and aligning curriculum. PA Core and Academic Standards provide the framework for curriculum. The PA Department of Education's Standards Aligned System (SAS) site is a valuable resource in developing and aligning curriculum. In addition, the tenets of the Understanding by Design model authored by Wiggins and McTighe are used when developing curriculum to be sure the curriculum is viable and represents critical content and development of understanding.

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials. Penn Cambria School District maintains a shared electronic folder giving all faculty and staff access to updated curriculum maps, textbook lists and more. In addition, grade level and department meetings are used to review and discuss the written curriculum. Instructional materials are housed within each building and building principals ensure that each teacher has necessary materials. In addition, each teacher creates an annual budget to identify needed instructional 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)As noted above, curriculum review and revision will be commenced due to triggering events or the cyclical review outlined by year. Year 2026-2027 – Science & Technology – Art Year 2027-2028 – English Language Arts – Music – World Languages Year 2028-2029 – Math –BCIT/STEM-Career Standards Year 2029-2030- Social Studies – Physical Education/Health/Safety- Other Elective Areas--- The district will focus on ensuring that a guaranteed and viable curriculum that focuses on essential learning is provided to students. Priority areas of curriculum will be updating Science maps to align to new STEELS standards, mapping elementary social studies, and mapping all K-8 specials based on changes to specials scheduling due to consolidation. Curriculum will not only be reviewed at grade level, but also across grade levels to ensure a logical scope and sequence, to identify areas to accelerate learning, and to address learning loss gaps.

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 (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	25
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	63
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	8
Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%.	
D. Principals	4
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	1d: Demonstrating Knowledge of Resources	1d: Demonstrating Knowledge of Resources
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	3c: Engaging Students in Learning	3e: Demonstrating Flexibility and Responsiveness	3a: Communicating with Students
Domain 4: Professional Responsibilities	4f: Showing Professionalism	4a: Reflecting on Teaching	4f: Showing Professionalism

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations? Even when a component is an area of strength, quality constructive feedback and reflection can lead to continued refinement of practice. In addition, encouraging shared reflections upon practice will help teacher leaders share practices that equate to improved student learning across the district.

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	2e: Organizing Physical Space	2d: Managing Student Behavior	2d: Managing Student Behavior
Domain 3: Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	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?Ongoing instructional coaching related to assessment practices and data analysis will address lower ratings in assessment development and use. Providing clear expectations and accountability for family communication will emphasize this component.

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

Goals Set	Comments/Considerations
Provided at the district level	N/A
Provided at the building level	N/A
Individual principal choice	Principal goals are developed based on individual principal choice but are guided by overarching district goals and discussions at educational leadership team meetings.
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	HS - Physical Education	Core strength assessment (growth from baseline)
District-Designed Measure Examination	Grade 5- Science	At the end of the topic on Changes in Matter, students will take an end of the unit assessment that covers states of matter, chemical changes, and mixtures and solutions.
Nationally Recognized Standardized Test	Grade K-3 ELA	DIBELS
Industry Certification Examination	N/A currently	CPR/First Aid formal certification could be example for health classes
Student Projects Pursuant to Local Requirements	Grade 2 - Art	The performance task will include a pre-assessment, a color-mixing art project, and a post-assessment. Students will demonstrate growth in their understanding and application of color theory through both written and visual evidence.
Student Portfolios Pursuant to Local Requirements	Grade 1 - Library Media	First grade students will create an individual portfolio with at least 3 samples in 9 weeks to show their understanding of sequential order. Some examples of the strategies that may be included in the portfolio could be: picture cards, dramatic play, illustrations, shared conversations, etc.

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

No

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

DIBELS

Type of Assessment

Benchmark

Frequency or Date Given

3x year

K-2

Yes

3-5

Yes

6-8

No

9-12

No

Assessment

Acadience Math

Type of Assessment

Benchmark

Frequency or Date Given

3x year

K-2

Yes

3-5

Yes

6-8

No

9-12

No

Assessment

Firefly

Type of Assessment

Benchmark

Frequency or Date Given

2x year

K-2

No

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Classroom Diagnostic Test

Type of Assessment

Diagnostic

Frequency or Date Given

2x year

K-2

No

3-5

No

6-8

Yes

9-12

Yes

Assessment

State Assessments (PASA, PSSA, Keystone)

Type of Assessment

Summative

Frequency or Date Given

Annually (or end of course)

K-2

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Classroom end of unit/topic or end of course assessments to measure learning in direct relation to curricular objectives

Type of Assessment

Summative

Frequency or Date Given

Ongoing

K-2

Yes

3-5

Yes

6-8

Yes

9-12

Yes

Assessment

Student work samples, exit slips, lab projects, demonstrations, performances, classroom and homework activities and other classroom activities designed to measure student progress towards meeting curricular objectives.

Type of Assessment

Formative

Frequency or Date Given

Ongoing

K-2

Yes

3-5

Yes

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

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

Information from assessments is used to identify students who are not achieving at a proficient level or not responding to instruction. This data is then used to design interventions, programs, and instructional strategies that will target specific areas of weakness. These interventions, programs, and strategies are implemented in a variety of formats across buildings. In addition, this data provides important insight into potential areas for improvement or to identify gaps in our existing Tier 1 curriculum and instruction.

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.

Chief School Administrator

Date