

Regulatory Analysis Form

(Completed by Promulgating Agency)

**INDEPENDENT REGULATORY
REVIEW COMMISSION**

(All Comments submitted on this regulation will appear on IRRC's website)

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(1) Agency
State Board of Education

(2) Agency Number: 006
Identification Number: 326

IRRC Number: 2976

(3) PA Code Cite: 22 Pa. Code Chapter 4

(4) Short Title: Academic Standards and Assessment

(5) Agency Contacts (List Telephone Number and Email Address):

Primary Contact: Karen Molchanow, Executive Director, State Board of Education; (717) 787-3787; ra-stateboardofed@pa.gov

Secondary Contact:

(6) Type of Rulemaking (check applicable box):

- Proposed Regulation
 Final Regulation
 Final Omitted Regulation

- Emergency Certification Regulation;
 Certification by the Governor
 Certification by the Attorney General

(7) Briefly explain the regulation in clear and nontechnical language. (100 words or less)

The final-form regulation modifies key aspects of Chapter 4 related to academic standards, assessments, planning and graduation requirements for public school districts, area vocational-technical schools (AVTSs), charter schools and cyber charter schools. The amendments revise the Commonwealth's academic standards to reflect the state-specific Pennsylvania Core Standards in English Language Arts and Mathematics. The amendments address concerns related to the utilization of standards by prohibiting the expansion of data collection due to the new standards, making clear that national assessments will not be used as part of the state assessment system, and further reinforcing the Board's long-standing intention that it will not mandate a statewide curriculum or reading lists. Further, the revisions provide flexibility to school entities in undertaking strategic planning by removing the state-prescribed timeframe and state-prescribed process for such plans, and provide further flexibility to public schools by removing the requirement for culminating projects at the high school level. The amendments also require that students demonstrate proficiency on the Keystone Exams or another validated exam as a requirement for high school graduation, while reducing the number of Keystone Exams that would be administered for graduation purposes from 10 to five. If necessary, the final-form regulation provides alternative paths for meeting state graduation requirements through project-based assessments or waivers.

(8) State the statutory authority for the regulation. Include specific statutory citation.

Sections 121, 2603-B and 2604-B of the Public School Code of 1949 (24 P.S. §§ 1-121, 26-2603-B, 26-2604-B).

(9) Is the regulation mandated by any federal or state law or court order, or federal regulation? Are there any relevant state or federal court decisions? If yes, cite the specific law, case or regulation as well as, any deadlines for action.

The No Child Left Behind Act of 2001 (NCLB) (20 U.S.C. § 6311(b)(2)(A)) mandates that each state implement “a set of high-quality, yearly student academic assessments” that include, “at a minimum, academic assessments in mathematics, reading or language arts, and science” at the elementary through high school level.

Section 121 of the Public School Code (24 P.S. § 1-121) requires that, subject to annual appropriations, the Department shall develop and implement Keystone Exams in the following subjects by 2020-2021: Algebra I; Literature; Biology; English Composition; Algebra II; Geometry; United States History; Chemistry; Civics and Government; and World History. Section 121 further directs the Board to promulgate regulations necessary to implement that section.

(10) State why the regulation is needed. Explain the compelling public interest that justifies the regulation. Describe who will benefit from the regulation. Quantify the benefits as completely as possible and approximate the number of people who will benefit.

The final-form regulation is necessary to restore value to and confidence in the high school diploma. With the focus of increasing rigor in our classrooms across the state, the compelling need focuses on ensuring that Pennsylvania educators have a solid foundation upon which to build curriculum and assess student proficiency. Thus, the regulation includes both a set of standards to guide instruction and a testing protocol to measure student learning. The revised Chapter 4 offers regulations that reflect several cogent goals:

- Pennsylvania Core Standards include rigorous content and application of knowledge through high-order skills and are internationally benchmarked so that all students are prepared to succeed in the global economy.
- Revised Pennsylvania System of School Assessment (PSSA) testing will align with the Pennsylvania Core Standards’ goals and set high expectations for all students.
- Keystone Exams at the secondary level will provide rigorous, standards-aligned end of course assessments that will serve as graduation requirements and set high expectations for students as they exit high school and enter college or the workforce.

Pennsylvania’s Core Standards incorporate a comprehensive, state-specific set of English Language Arts and Mathematics standards that set high expectations designed to prepare students for college and career readiness. The standards represent the culmination of the Board’s work, which began in 2007, to review and revise the academic standards first adopted by the state in 1999.

Revised PSSA tests in grades 3 through 8 will reflect the Pennsylvania Core Standards and assess students’ proficiency levels based upon a set of Assessment Anchors and Eligible Content aligned to the

revised standards.

As enacted in 2010, Keystone Exams at the secondary level, designed as end of course assessments, also will measure proficiency in specific standards and will inform schools and communities of student progress to meet the college and career ready expectations. The current rulemaking extends new provisions added to Chapter 4 in 2010 that create multiple avenues for students to meet with success and fulfill graduation requirements through supplemental instruction, exam retakes, project-based assessments, and validated local assessments. The final regulation eliminates the connection between a Keystone Exam and a student's final course grade in response to implementation concerns with this current policy. The revision is necessary to address concerns about the practicality of administering end-of-course exams in early May in order to return scores to schools in time to calculate grades; the potential for inconsistent implementation among school districts due to the lack of a statewide grading scale; the fairness of requiring students who score below basic to receive zero points as one-third of their final course grade; and, logistical questions about whether districts would need to continuously recalculate course grades, GPAs and class ranks if a student attains a higher score on an exam retake.

(11) Are there any provisions that are more stringent than federal standards? If yes, identify the specific provisions and the compelling Pennsylvania interest that demands stronger regulations.

No. Even though the federal NCLB legislation requires academic assessments, the federal government has not established minimum standards for high school, nor has the federal government established academic standards.

(12) How does this regulation compare with those of the other states? How will this affect Pennsylvania's ability to compete with other states?

As of the 2010-11 school year, 30 states required or planned to require students to take, but not necessarily to pass, an assessment to graduate. In 25 of the 30 states (including Maryland, New Jersey, New York, Ohio and Virginia), "students are (or soon will be) required to pass the assessment in order to graduate." (Center on Education Policy (CEP), *State High School Tests*, page 11, December 2011.) According to CEP, approximately 76 percent of public high school students nationwide – including 78 percent of low-income students and 84 percent of students of color – are enrolled in states with exit exams. The final-form regulation will allow Pennsylvania to keep pace with rising academic expectations nationally, while still providing districts and students with significant flexibility and alternatives in implementing and meeting the requirements.

According to the Council of Chief State School Officers and the National Governors Association, an overwhelming majority of states across the country have formally adopted the Common Core Standards, which partially guided the development of the Pennsylvania Core Standards in the final-form regulation. Adopting the Pennsylvania Core Standards will ensure that the expectations set for students in the Commonwealth are aligned with the shared academic goals established by the majority of states in the nation, while making certain that the standards also are reflective of the needs of Pennsylvania students.

(13) Will the regulation affect any other regulations of the promulgating agency or other state agencies? If yes, explain and provide specific citations.

No.

(14) Describe the communications with and solicitation of input from the public, any advisory council/group, small businesses and groups representing small businesses in the development and drafting of the regulation. List the specific persons and/or groups who were involved. ("Small

business” is defined in Section 3 of the Regulatory Review Act, Act 76 of 2012.)

To enhance the formulation of the Pennsylvania Core Standards, the Department convened teams of Pennsylvania educators to inform the drafting of these standards. Educators were invited to submit their names for participation on the Mathematics and English Language Arts committees via an application on the Department’s website. Committee members were chosen from among the applicants based upon the need to have a well-rounded representative group of members representing K-12 education and members with experience in the content areas assessed by Keystone Exams, curriculum framework, PSSA assessment development and other standards-related initiatives. Insofar as reasonably possible – based upon the applicant pool – creating committees of educators from across the Commonwealth was an important consideration.

The following Pennsylvania educators served on the Pennsylvania Core Standards English Language Arts Committee (ELA):

Cindy Anderson, IU 13
Sari Brecosky, IU 13
Susan Elliott, West Chester School District
Suzanne Laverick-Stone, Quakertown School District
Patricia Balon, Northern Tioga School District
Cathleen Cubelic, IU 4
Emily Reed, Northern York County School District
Margee Ziegenfuss, East Pennsboro School District (retired)
Diane Barrie, Methacton School District
Barbara Frye, Titusville Area School District
Johanna Weller, Spring-Ford School District
Susan Wenger, Susquenita School District
Rick Averill, Central Dauphin School District
Karen Beerer, Boyertown Area School District
Missy Bolen, West Shore School District
Heidi Trexler, School District of Lancaster
Christine Rutledge, Wyoming Area School District
Steve Sinning, Baldwin Whitehall School District
Rebecca Snyder, Greater Latrobe School District
James Steeley, Hempfield Area School District
Diane Simaska, Bureau of Assessment and Accountability, PA Department of Education
Kerry Helm, Bureau of Assessment and Accountability, PA Department of Education

The ELA Committee met on the following dates:

- January 18, 19 and 20, 2012 (whole committee)
- February 3, 2012 (sub-committee)
- February 7, 2012 (sub-committee)
- February 23, 2012 (whole committee)

The following Pennsylvania educators served on the Pennsylvania Core Standards Mathematics Committee:

Kathleen Covey, Scranton School District
Warren Mata, Exeter Township School District

Crystal Mueller, Southern York County School District
Johanna Weller, Spring-Ford Area School District
Stacey Meckes, East Penn School District
Roberta Biseda, Mt. Lebanon School District
Amy Lena, Cumberland Valley School District
Mathew Sahd, Hempfield School District
Diane Hurst, IU 13
Maria Konopke, Wyoming Valley West School District
Lori Patton, IU 5
Mariele Sipe, Bermudian Springs School District
Lisa Amspacher, Milton Hershey School
Eden Badertscher, Pittsburgh School District
Fred Brown, Haverford School District
Paulette Fleegle, Chestnut Ridge School District
Carolyn Marchetti, Berks IU
Amy Houck, IU 13
Deb Wise, Office of Child Development and Early Learning, PA Departments of Education & Public Welfare
Brandi Miller, Office of Child Development and Early Learning, PA Departments of Education & Public Welfare

The Mathematics Committee met on the following dates:

- January 18, 19 and 20, 2012
- February 13, 2012 (sub-committee)
- March 30, 2012
- April 3, 2012

In addition to involving Pennsylvania educators in the development of academic standards in English Language Arts and Mathematics, the Board's Committee on Academic Standards/Chapter 4 convened public hearings to solicit input on draft proposed revisions to Chapter 4. Hearings were held at the Montgomery County Intermediate Unit in Norristown on February 29, 2012, and at the Department of Education in Harrisburg on March 14, 2012. A third hearing scheduled to be held in Pittsburgh on March 7, 2012, was cancelled because no stakeholders registered to provide comment to the Committee. In addition to providing an opportunity to testify before the Committee, the Board also invited individuals to submit written testimony on draft proposed revisions to Chapter 4. Comments received during this process were taken into consideration by the Board in preparing the proposed rulemaking that was adopted by the Board on May 10, 2012.

The following individuals and organizations submitted oral and/or written comments on draft proposed revisions to Chapter 4:

Brian A. Bliss, Assistant Superintendent, Solanco School District, Quarryville
Jason Raia, Vice President of Education, Freedoms Foundation, Valley Forge
Kathy Metrick, Assistant Superintendent, Quakertown Community School District
Matthew Haggerty, Stroudsburg
Elliott Seif
Kimberly D. Geyer, Valencia
David W. Patti, President & CEO, Pennsylvania Business Council

Joan Benso, President & CEO, Pennsylvania Partnerships for Children
Jason Imler, Pennsylvania Council for the Social Studies
Matt Zieger, Team PA Foundation
Richard Fry, Chair, Legislative Committee, Pennsylvania Association of School Administrators
Pennsylvania School Boards Association
W. Gerard Oleksiak, Vice President, Pennsylvania State Education Association

Notice of the State Board's public hearings on draft proposed changes to Chapter 4 was made in accordance with the Sunshine Act. Members of the public, including small business owners, were welcome to address the Board's Committee on Academic Standards/Chapter 4 or to submit written comments in lieu of appearing at a hearing. In his testimony to the State Board, David Patti, President & CEO of the Pennsylvania Business Council (PBC), stated that PBC's supportive position on state high school graduation requirements was informed by a Spring 2009 survey it conducted of 400 Pennsylvania businesspersons, including representatives of the construction, retail trade, services, agriculture, manufacturing, mining, transportation, wholesale and finance industries. Mr. Patti further stated that PBC's position on the issue "was not unique to large employers, but shared by all types of employers in all parts of Pennsylvania." The State Board also received testimony in support of the regulation from the Team Pennsylvania Foundation, whose leadership includes representatives of businesses of varying sizes.

After adopting its proposed rulemaking, the Board published proposed revisions to Chapter 4 in the *Pennsylvania Bulletin*, made the proposed rulemaking available on its webpage on the Department's publicly accessible website, and notified its stakeholders list of the opportunity for comment. The request for comment published in the *Pennsylvania Bulletin* also specifically sought comment from individuals affiliated with small businesses in the Commonwealth. The Board received written comments from 146 individuals or organizations during the official 30-day comment period.

Written comment on the proposed rulemaking was received from the following during the official 30-day comment period:

Joan L. Benso (*Pennsylvania Partnerships for Children*), Catherine Barrios, Sarah Ahmann, Deborah Pecci, Carol Zeller-Henderson, Leigh Anne Eaton, Melinda Jennings, Janice Dutton, Regina Sullivan, Jennifer Salak, Suzanne Borislow, Nathan Judge, Lani San Mateo, Elliott Seif, Susan Lee, Leslie Lewis, Sandra M. Craft, Jill Graser, Anita Borger, Juliette and Jeffrey Hyson, Vandana G. Kotapally, Michael J. Masko, Ed.D., Christine Connolly, Kelly Brent, Bernadette A. Logan, Rajesh Mathusamy, Kathleen D. Ilyes, Erika Yablonovitz, Tricia Petrane, John B. Lander, Barbara A. Lander, Kerry Puia, Micah Bertin, Chelsea E. Lander, Cheryl Boise (*Commonwealth Education Organization*), Danyll S. Lockett, Patricia Genovese, Karine P. Creamer, Kelly and Craig Bunting, Elisa A. Rodgers, Mrs. Cynthia M. Sillhart, Per Ohstrom, Marilyn Reed, Hounng Rae Cho, Christine Naegel, John Genovese, Beth L. Winters (*Pennsylvania School Boards Association*), Kevin Hodge, Lois Kaneshiki, Thomas R. Dolley, Stephanie & Walt Smith, Samuel A. Varano, Jr., Michelle Leonatti, Ann Pereira-Ogan, Deborah Wei (*School District of Philadelphia*), Gwenn Straub Mascioli, Stephanie S. Thibault, Christina Shackelford, Amy Barrie, Manu Nayak, Dr. Jason A. Conway, Fabiola Gergerich, Tom & Bobbie Pratt, Monica Seitz, Tilly Mahon, Teresa Kunzmann, Bucks County Programs and Services Advisory Council, Doreen Milot, Deborah Hawke Spencer, Kae Kirkwood, Sharon k. Leasure-Savage, Dianne Boylan, Thomas Kennane, Peter Walowen, Leesa Bella, Laura Berry, Emily Viehland, Lori Barber, Dr. Nita K. Thingalaya, MD, Frank & Christina Losos, Gerald Woods, Pamela Stephens, Benjamin Gross, Esq., Donna Gillespie, Jackie Hemenway, Alexander Kalif, Mary Kankoski, Michele Watterson, Pat Hone, Sadie LPM, Danielle Ohliger, Karren Turner, Kerry Carfano, Thomas Bogetti, Wendy Gallagher, Naomi Langford,

Colleen Hroncich, Missy Brownfield, Jessica Sikora, B. Joann Curran, Carris Kocher, Denise Olczak, Mary Christine Whipple, Lynne Christman, Dr. & Mrs. Paul Spense, Michelle Faber, Stephen George, Arlene Kreider, Deanne & Richard Mattis, David W. Patti (*Pennsylvania Business Council*), Jonathan Hare, Mr. & Mrs. Eric Pomeroy, Peg Miller, Fuyu Guan, Tina Swanson, Dr. Fran Newberg (*School District of Philadelphia*), Jim Buckheit (*Pennsylvania Association of School Administrators*), Pennsylvania State Education Association, Christina Logan, Elise Orazem, Martha McEvoy, Karen Richardson, Mark Yeager, Diane Gramley, Curtis Savage, Elizabeth Greene, Diane Spicher, Virginia Adamiak, Roland Bechtel, Kathleean Drabic, Kristin Schilling, Rosemary Fielding, Robert Wilkey, Catherine Oxendale, Dianne Kimmel Lahr, James and Mary Chuchman, Cynthia Frey, Lori Marshall, Agnes Tillerson, Julie Marburger, Melanie Tate, Beth Kloss, Amy Clemente, Gretchen Guttman, Connie D'Agostini, and the Independent Regulatory Review Commission.

Finally, from the time the proposed rulemaking was adopted in May 2012 to the time an initial final-form rulemaking was considered by the Board in March 2013, 11 opportunities were provided to address the Board face-to-face during public comment periods made available at public meetings of the State Board of Education, Council of Basic Education, and Committee on Academic Standards/Chapter 4.

In response to concerns expressed by members of the public and the General Assembly following the initial passage of a final-form rulemaking, the Board withdrew the regulation to reconsider whether further amendments were necessary. During this time, the Board in 2013 appeared before the Education Committees of both the House and Senate to discuss the regulation at a series of public hearings held on August 5, August 26, and August 29. The Board also provided additional opportunities in 2013 for stakeholders to address the Board at its public meetings held on July 10 and September 11-12. In response to these ongoing deliberations, the Board considered, and subsequently approved, further amendments to the final-form regulation to address concerns related to utilization of standards, student transcripts and graduation waivers.

(15) Identify the types and number of persons, businesses, small businesses (as defined in Section 3 of the Regulatory Review Act, Act 76 of 2012) and organizations which will be affected by the regulation. How are they affected?

The final-form rulemaking will affect school districts, public school employees, AVTSs, charter schools, cyber charter schools, and their students, as well as the Pennsylvania Department of Education. In 2012-2013, there were approximately 3,295 public schools in the Commonwealth that serve 1.76 million students and employ approximately 148,518 professional staff.

The final regulation addresses logistical concerns regarding the implementation of rigorous, standards-aligned end-of-course assessments that serve as graduation requirements and set high expectations for students as they exit high school and enter college or the workforce by removing the connection between the exams and a student's course grade. The rulemaking also reduces the amount of testing that is Chapter 4 currently requires by reducing the number of Keystone Exams that would be administered to determine student proficiency for graduation from 10 to five. This reduction in testing subsequently reduces the number of content-aligned project-based assessments that must be developed by the Department and administered by school districts, AVTSs, charter schools and cyber charter schools from 10 to five, and effectively reduces the number of subject in which public schools must provide supplemental instruction from 10 to five. Further, current provisions of Chapter 4 require Keystone Exams to be incorporated into the state's graduation requirements beginning with the graduating class of 2015. The final regulation gives public schools more time to prepare for incorporating Keystones as an option for demonstrating the proficiencies required for graduation by extending out the effective date to

the graduating class of 2017.

For those students not meeting proficiency, the regulation adds another pathway for students to fulfill state graduation requirements by allowing chief school administrators to issue waivers for students who are not successful in completing a project-based assessment. This expands the waiver provision in current law, which limits waivers to students facing extenuating circumstances such as frequent transfers in schools.

The regulation also will provide flexibility to school entities in undertaking strategic planning by removing the state-prescribed timeframe and state-prescribed process for such plans. Further flexibility is provided through the elimination of the culminating project requirement at the high school level. Finally, the adoption of Pennsylvania Core Standards in English Language Arts and Mathematics will guide school entities in developing rigorous curriculum that is internationally benchmarked so that all students are prepared to succeed in the global economy.

(16) List the persons, groups or entities, including small businesses, that will be required to comply with the regulation. Approximate the number that will be required to comply.

School districts, public school employees, AVTSs, charter schools, cyber charter schools, and their students, as well as the Pennsylvania Department of Education. In 2012-2013, there were 1.76 million students enrolled in public schools (kindergarten – 12th grade) across Pennsylvania.

(17) Identify the financial, economic and social impact of the regulation on individuals, small businesses, businesses and labor communities and other public and private organizations. Evaluate the benefits expected as a result of the regulation.

The high school graduation requirements in the final-form regulation will provide enhanced incentives for students and their schools and communities to strive for educational outcomes where high school graduates will have college and career ready skills. As noted by the Board in 2009, one in three high school graduates who enrolls in a state-owned university or community college requires remedial English or math. By requiring a valid assessment of a high school education, the proposed regulation should substantially reduce the need for remedial courses at higher education facilities. The annual cost to Pennsylvania's public colleges and universities to offer and students to take remedial classes is \$22,867,706 for community colleges and \$5,792,640 for state universities.

Further, high school graduates entering the workforce require the college and career ready skills necessary to solidify quality employment. The percent of jobs requiring skilled or professional labor has risen from 30 percent in 1950 to 70 percent in 2002. By increasing the education levels and employability of high school graduates, students, businesses large and small, governments and our state economy will prosper.

The final-form rulemaking also will provide greater flexibility to school districts, AVTSs, charter and cyber charter schools by reducing the number of Keystone Exams administered to assess proficiency for graduation from 10 to five and, in effect, reducing the number of subjects in which schools must provide supplemental instruction and administer project-based assessments. Elimination of the state-prescribed strategic planning process and requirement for a culminating project will provide further flexibility and relief to schools to focus staff time on helping students attain college and career ready skills. Finally, the rulemaking provides that Keystone Exams in subjects beyond those required for accountability (Algebra I, Biology and Literature) will be developed subject to annual appropriations of the General

Assembly.

(18) Explain how the benefits of the regulation outweigh any cost and adverse effects.

There is strong evidence that “high stakes” testing or requiring passage of a test or exam in order to achieve high school graduation can be a “potent policy in terms of bringing about real positive changes in student learning.” *Controversies of Standardized Assessment in School Accountability Reform: A Critical Synthesis of Multidisciplinary Research Evidence*, Lishing Wang, Gulbahar Beckett and Lionel Brown, *Applied Measurement in Education* 19(4), 320 (2006). In order to assure that taxpayer dollars produce results in public education, the appropriate standards and assessments need to be coupled with a concrete incentive for learning.

(19) Provide a specific estimate of the costs and/or savings to the **regulated community** associated with compliance, including any legal, accounting or consulting procedures which may be required. Explain how the dollar estimates were derived.

The final-form regulation will not impose any new costs on students or their families. All expenditures relating to the final-form regulation will be through the state, school districts, AVTSs, charter schools and cyber charter schools.

(20) Provide a specific estimate of the costs and/or savings to the **local governments** associated with compliance, including any legal, accounting or consulting procedures which may be required. Explain how the dollar estimates were derived.

New provisions and amendments in the final-form regulation do not increase costs for school districts inasmuch as that they are accomplishing the policy choices set forth when the Keystone Exams were added to Chapter 4 via the final rule published in the *Pennsylvania Bulletin* on January 9, 2010, at 40 Pa.B. 240. The rulemaking will provide some cost savings by providing additional time for implementing the Keystone Exams when compared to the current schedule in Chapter 4. In addition, school districts will save costs via the elimination of the state-mandated submittal of strategic plans and the deletion of the “culminating project” graduation requirement in the 2016-2017 school year. Savings related to the mandate relief provided by eliminating the culminating project and strategic planning protocols are estimated at \$35 million.

Further, requirements related to supplemental instruction, project-based assessment and the administration of 10 Keystone Exams are current requirements of Chapter 4 that took effect in 2010 and do not represent new initiatives and new costs imposed by the final rulemaking. Rather, the final-form regulation will provide some relief to school districts, AVTSs, charter and cyber charter schools by reducing the number of Keystone Exams administered to assess proficiency for graduation from 10 to five and, in effect, reducing the number of subjects in which schools must provide supplemental instruction and administer project-based assessments. Because the regulation provides flexibility to districts to determine the best way to provide supplemental instruction, the extent of these savings would vary from district to district.

Moreover, Chapter 4 includes a long-standing requirement for public schools to provide students with instruction to meet proficiency in state academic standards. Therefore, schools already should be utilizing strategies to assist students who are not meeting proficiency, which may include a variety of strategies such as assigning a student to a course designed specifically for remediation; embedding supplemental supports into coursework of the next grade level; afterschool tutoring; peer tutoring; study

halls or flex periods that include remediation in the content area of need; or online software programs monitored by teachers. In developing plans for supplementary instruction, which is already required by Chapter 4, schools should strategically focus on how existing supports for struggling students can factor into their strategies.

The final-form regulation also requires school entities to publish and distribute to students, parents and guardians copies of graduation requirements and to post graduation requirements on each school entity's public website. This information sharing can be accomplished by publishing graduation requirements in current student handbooks or by distributing graduation requirements in tandem with other information that is already legally required to be provided to students, parents and guardians, such as student codes of conduct. Therefore, the cost associated with publishing and distributing graduation requirements is negligible.

(21) Provide a specific estimate of the costs and/or savings to the **state government** associated with the implementation of the regulation, including any legal, accounting, or consulting procedures which may be required. Explain how the dollar estimates were derived.

The state will experience savings with this final-form regulation via the elimination of the mandate for districts to submit strategic plans. However, these savings are difficult to quantify. The state will experience further savings by not incurring future costs to develop project-based assessments aligned to the five Keystone Exams that would be developed for voluntary use by school districts.

While the state will incur costs for the development and administration of Keystone Exams, these are not new costs imposed by this final-form rulemaking. The requirement to develop and administer 10 Keystone Exams was established via the final rule published in the *Pennsylvania Bulletin* on January 9, 2010, at 40 Pa.B. 240, which was submitted to the House Education Committee, Senate Education Committee and Independent Regulatory Review Commission for review prior to its enactment, and which remains a requirement of the current Chapter 4. Further, section 121 of the Public School Code (24 P.S. § 1-121) directs the Department, subject to annual appropriations, to develop and implement Keystone Exams in the following subjects by 2020-2021: Algebra I; Literature; Biology; English Composition; Algebra II; Geometry; United States History; Chemistry; Civics and Government; and World History.

(22) For each of the groups and entities identified in items (19)-(21) above, submit a statement of legal, accounting or consulting procedures and additional reporting, recordkeeping or other paperwork, including copies of forms or reports, which will be required for implementation of the regulation and an explanation of measures which have been taken to minimize these requirements.

The final regulations require the chief school administrator of each school district, AVTS, charter school and cyber charter school to report annually to the Department the number of waivers issued to students in the most recent graduating class. This information is pertinent to the graduation statistics already reported to the Department for Pennsylvania's public high schools. Further, the regulations require the Department to report annually to the Board the number of waivers issued by each school district, AVTS, charter school and cyber charter school. This will be accomplished through the Department's current staff complement.

The final-form regulations also require school entities to publish and distribute to students, parents and guardians copies of graduation requirements and to post graduation requirements on each school entity's public website. This information sharing can be accomplished by publishing graduation requirements in

current student handbooks or by distributing graduation requirements in tandem with other information that is already legally required to be provided to students, parents and guardians, such as student codes of conduct. Therefore, the cost associated with publishing and distributing graduation requirements is negligible.

The final regulation does not contain any other new legal, accounting or consulting procedures, or new requirements for reporting, recordkeeping, submitting forms or reports, or processing paperwork.

(23) In the table below, provide an estimate of the fiscal savings and costs associated with implementation and compliance for the regulated community, local government, and state government for the current year and five subsequent years.

	Current FY Year	FY +1 Year	FY +2 Year	FY +3 Year	FY +4 Year	FY +5 Year
SAVINGS:	\$	\$	\$	\$	\$	\$
Regulated Community	NA	NA	NA	NA	NA	NA
Local Government	\$0	\$0	\$0	\$35,000,000	\$35,000,000	\$35,000,000
State Government	\$0	\$0	\$0	\$0	\$0	\$0
Total Savings	\$0	\$0	\$0	\$35,000,000	\$35,000,000	\$35,000,000
COSTS:						
Regulated Community	NA	NA	NA	NA	NA	NA
Local Government	\$0	\$0	\$0	\$0	\$0	\$0
State Government	\$0	\$0	\$0	\$0	\$0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0
REVENUE LOSSES:						
Regulated Community	NA	NA	NA	NA	NA	NA
Local Government	NA	NA	NA	NA	NA	NA
State Government	NA	NA	NA	NA	NA	NA
Total Revenue Losses	NA	NA	NA	NA	NA	NA

(23a) Provide the past three year expenditure history for programs affected by the regulation.

Program	FY -3 10-11	FY -2 11-12	FY -1 12-13	Current FY 13-14
PA Assessment	\$31,981,000	\$36,590,000	\$52,191,000	\$53,691,000
Teacher Professional Development	\$21,153,000	\$6,459,000	\$6,459,000	\$6,459,000

(24) For any regulation that may have an adverse impact on small businesses (as defined in Section 3 of the Regulatory Review Act, Act 76 of 2012), provide an economic impact statement that includes the following:

- (a) An identification and estimate of the number of small businesses subject to the regulation.
- (b) The projected reporting, recordkeeping and other administrative costs required for compliance with the proposed regulation, including the type of professional skills necessary for preparation of the report or record.
- (c) A statement of probable effect on impacted small businesses.
- (d) A description of any less intrusive or less costly alternative methods of achieving the purpose of the proposed regulation.

The final-form regulation will not have an adverse impact on small businesses.

(25) List any special provisions which have been developed to meet the particular needs of affected groups or persons including, but not limited to, minorities, the elderly, small businesses, and farmers.

Provisions currently in Chapter 4 address the needs of students with disabilities, gifted students, and English language learners. These provisions allow students that excel academically to take a Keystone Exam prior to taking the associated course; make clear that graduation determinations for students with disabilities are based on the satisfactory completion of the student's Individualized Education Program (IEP); and provide for appropriate accommodations to be made for both students with disabilities and students with limited English proficiency when participating in state assessments.

Chapter 4 also currently mandates supplemental instructional support for students who do not demonstrate proficiency on a Keystone Exam. In addition, the regulation includes a provision that allows a local chief school administrator to waive certain graduation requirements for students who experience extenuating circumstances (e.g., serious illness, death in the immediate family, family emergency, and frequent transfers among schools or transfers from an out-of-state school) or who do not demonstrate proficiency on a project-based assessment.

(26) Include a description of any alternative regulatory provisions which have been considered and rejected and a statement that the least burdensome acceptable alternative has been selected.

As described in the preamble of a previous rulemaking from the Board published at 40 Pa.B. 240 (Jan. 9, 2010), the Board and Department considered and adopted alternatives in the past relating to standards and assessments. Unfortunately, these alternatives did not yield significant gains in student achievement at the high school level.

(27) In conducting a regulatory flexibility analysis, explain whether regulatory methods were considered that will minimize any adverse impact on small businesses (as defined in Section 3 of the Regulatory Review Act, Act 76 of 2012), including:

- a) The establishment of less stringent compliance or reporting requirements for small businesses;
- b) The establishment of less stringent schedules or deadlines for compliance or reporting requirements for small businesses;
- c) The consolidation or simplification of compliance or reporting requirements for small businesses;
- d) The establishment of performing standards for small businesses to replace design or operational

standards required in the regulation; and

- e) The exemption of small businesses from all or any part of the requirements contained in the regulation.

Small businesses are not part of the regulated community affected by the final-form regulation.

(28) If data is the basis for this regulation, please provide a description of the data, explain in detail how the data was obtained, and how it meets the acceptability standard for empirical, replicable and testable data that is supported by documentation, statistics, reports, studies or research. Please submit data or supporting materials with the regulatory package. If the material exceeds 50 pages, please provide it in a searchable electronic format or provide a list of citations and internet links that, where possible, can be accessed in a searchable format in lieu of the actual material. If other data was considered but not used, please explain why that data was determined not to be acceptable.

The Common Core State Standards for Mathematics and English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects were the culmination of an extended, broad-based effort to fulfill the charge issued by states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy and mathematics no later than the end of high school.

As specified by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), the Common Core is (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society.

The State Board adopted Common Core State Standards on July 1, 2010. Further study concluded that Pennsylvania students would be better served by creating a unique set of state-specific standards guided by the Common Core and the needs of the Commonwealth. The advantages lie in the ability to reframe and revise as necessary absent a CCSSO revision process. The drafting of the Pennsylvania Core Standards included in this rulemaking presented an opportunity for Pennsylvania educators to internalize the standards and create a user-friendly standard set for implementation in all Pennsylvania schools.

The process used in developing and reviewing the state standards began with a committee of educators from across the Commonwealth who completed an analysis of the Common Core Standards and the existing PA Academic Standards. Upon gaining an understanding of the differences in content and rigor between the two, the workgroups set out to craft Pre-K-12 standards that embraced the Common Core imperatives and the PA Academic Standards design and format. Multiple meetings over several months resulted in an agreed upon set of Pre-K -12 PA Core Standards that met the following requirements:

- Included Pre-K standards with assistance from PDE’s Office of Child Development and Early Learning;
- Captured the content and rigor of the national standards;
- Embraced the college and career ready initiative evidenced by a well-articulated Pre-K–12 organized standard set; and
- Reflected the English Language Arts Common Core Anchor Standards and the Mathematical Standards for Mathematical Practice.

The use of Keystone Exams as a standalone measure of graduation requirements, combined with the additional pathways and supports provided by the final regulation, also is supported by the *Standards for Educational and Psychological Testing*¹ established by the American Educational Research Association, American Psychological Association and National Council on Measurement in Education. Standard 13.5 states that “when test results substantially contribute to making decisions about student promotion or graduation, there should be evidence that the test adequately covers only the specific or generalized content and skills that students have had an opportunity to learn.” Standard 13.6 states that “students who must demonstrate mastery of certain skills or knowledge before being promoted or granted a diploma should have a reasonable number of opportunities to succeed on equivalent forms of the test or be provided with a construct-equivalent testing alternative of equal difficulty to demonstrate the skills or knowledge. In most circumstances, when students are provided with multiple opportunities to demonstrate mastery, the time interval between the opportunities should allow for students to have the opportunity to obtain the relevant instructional experience.”

The *Standards for Educational and Psychological Testing* further support the final rulemaking in the following excerpt addressing fairness in testing: “For example, when tests are used for promotion and graduation, the fairness of individual interpretations can be enhanced by (a) providing students with multiple opportunities to demonstrate their capabilities through repeated testing with alternate forms or through other construct-equivalent means, (b) ensuring students have had adequate notice of skills and content to be tested along with other appropriate test preparation material, (c) providing students with curriculum and instruction that affords them the opportunity to learn the content and skills that are tested, and (d) providing students with equal access to any specific preparation for test taking (e.g. test taking strategies).”

The final rulemaking comports with these standards by providing students with multiple pathways to demonstrate proficiency via a Keystone Exam, locally validated assessment and related AP and IB exams, providing unlimited opportunities to take a Keystone Exam to demonstrate proficiency, providing an alternative project-based assessment, and requiring students to engage in supplemental instruction before a second attempt on a Keystone and before being able to participate in a project-based assessment. The state assessment system further comports with these standards through the establishment of assessment anchors and eligible content that clearly communicate the academic content that will be assessed.

¹American Educational Research Association, American Psychological Association and National Council on Measurement in Education. (1999) *Standards for Educational and Psychological Testing*. Washington, DC: American Educational Research Association.

(29) Include a schedule for review of the regulation including:

- | | |
|---|--------------|
| A. The date by which the agency must receive public comments: | N/A |
| B. The date or dates on which public meetings or hearings will be held: | N/A |
| C. The expected date of promulgation of the proposed regulation as a final-form regulation: | January 2014 |
| D. The expected effective date of the final-form regulation: | January 2014 |

E. The date by which compliance with the final-form regulation will be required:

January 2014

F. The date by which required permits, licenses or other approvals must be obtained:

N/A

(30) Describe the plan developed for evaluating the continuing effectiveness of the regulations after its implementation.

The State Board will review Chapter 4 on a regular basis in accordance with the Board's policy and practice respecting all its regulations. In addition, the Board receives regular reports from the Secretary of Education and the Deputy Secretary for Elementary and Secondary Education at the six public meetings it is statutorily required to convene annually. These reports provide a timely means to keep the Board informed about the Department's implementation of changes to Chapter 4, their effectiveness and feedback the Department is receiving from schools in the Commonwealth. Finally, the Department regularly will receive results from the administration of the Pennsylvania System of School Assessment (PSSAs) and Keystone Exams, which will be shared with the Board. Per the current requirements in Chapter 4 (§ 4.51(j)), the Secretary of Education is required to report to the Board each September "information and pertinent data relating to the State assessment system." The requirement for the Secretary to report to the Board is carried forward in the final rulemaking.

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(DEPUTY ATTORNEY GENERAL)

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attached.

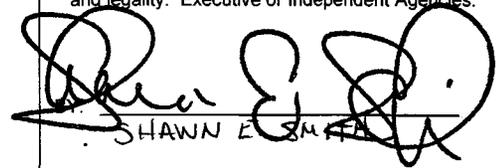
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State Board of Education
(AGENCY)

DOCUMENT/FISCAL NOTE NO. 6-326
DATE OF ADOPTION: Sept. 12, 2013

BY: Rae McLane
TITLE Executive Director
(EXECUTIVE OFFICER, CHAIRMAN OR SECRETARY)

Copy below is hereby approved as to form and legality. Executive or Independent Agencies.


SHAWN E. SMITH

OCT 17 2013

DATE OF APPROVAL

Deputy General Counsel
(Chief Counsel, Independent Agency)
(Strike inapplicable title)

Check if applicable. No Attorney General approval or objection within 30 days after submission.



FINAL-FORM RULEMAKING

STATE BOARD OF EDUCATION

[22 PA. CODE CH. 4]

Academic Standards and Assessment

The State Board of Education (Board) amends Chapter 4 (relating to academic standards and assessment) to read as set forth in Annex A. Notice of proposed rulemaking was published at 42 Pa.B. 6365 (October 6, 2012).

Statutory Authority

The Board is acting under the authority of sections 121, 2603-B and 2604-B of the Public School Code of 1949 (24 P.S. §§ 1-121, 26-2603-B, 26-2604-B).

Background

On January 9, 2010, the Keystone Exams became a component of the state's high school graduation requirements in a final rule published in the *Pennsylvania Bulletin* at 40 Pa.B. 240. This 2010 rulemaking, which was reviewed by the House Education Committee, Senate Education Committee and Independent Regulatory Review Commission prior to its enactment, provides for the development of 10 Keystone Exams as a component of state graduation requirements, requires schools to provide supplemental instruction to students who are not proficient in the academic standards assessed by Keystones, and creates an alternative project-based assessment for students who are unable to demonstrate proficiency on a Keystone Exam.

Later in 2010, the Board adopted the "Common Core State Standards" in English Language Arts and Mathematics and added these academic standards to Chapter 4 via a

final rule published on October 16, 2010, at 40 Pa.B. 5903. The Common Core State Standards were developed through a state-led process managed by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA).

Subsequent to their establishment in Chapter 4, the General Assembly laid a statutory foundation for the development of Keystone Exams in the passage of Act 82 of 2012. Act 82 amended section 121 of the School Code to require, subject to annual appropriations, that the Department of Education develop and implement Keystone Exams in the following subjects: Algebra I, Literature, Biology, English Composition, Algebra II, Geometry, United States History, Chemistry, Civics and Government, and Word History. *See* 24 P.S. § 1-121 (relating to Keystone Exams). Act 82 further directed the State Board to promulgate regulations necessary to implement this provision of the School Code. *Id.* This final-form regulation represents another vital step in implementing the Keystone Exams and their foundational standards.

The formative steps for this final-form regulation moved on two tracks. First, further study by the Pennsylvania Department of Education (Department) concluded that Pennsylvania students would be better served by creating a unique set of state-specific standards in English Language Arts and Mathematics, guided by the Common Core and the needs of the Commonwealth. The advantages lie in the ability to reframe and revise when necessary absent a CCSSO revision process, and presented an opportunity for Pennsylvania educators to internalize the standards and create a user-friendly standard set for implementation in all Pennsylvania schools.

To accomplish this, the Department initiated a review of the Common Core State Standards. The Department convened teams of Pennsylvania educators to inform the

drafting of revised, state-specific academic standards in English Language Arts and Mathematics. Educators were invited to submit their names for participation on the Mathematics and English Language Arts committees via an application on the Department's web site. Membership selection for these two committees was founded on the need to have well-rounded groups representing K-12 education and members with experience in the content areas assessed by Keystone Exams, curriculum framework, Pennsylvania System of School Assessment (PSSA) development, and other standards-related initiatives. Committee members participated in several meetings hosted by the Department to produce the Pennsylvania Core Standards included in this final rulemaking.

In the second formative track, the Board's Committee on Academic Standards/Chapter 4 oversaw the review of amendments to the procedures and requirements in the chapter. The Committee held public hearings to solicit input on draft revisions relating to Keystone Exams. In advance of the hearings, draft revisions to Chapter 4 were posted on the Board's website for public review. Hearings were held at the Montgomery County Intermediate Unit in Norristown on February 29, 2012, and at the Department in Harrisburg on March 14, 2012. A third hearing scheduled to be held in Pittsburgh on March 7, 2012, was cancelled because no one registered to provide comment to the Committee.

In addition to providing an opportunity to testify before the Committee, the Board also invited individuals to submit written testimony on draft proposed revisions to Chapter 4. Comments received during this process were taken into consideration in

making revisions to the proposed rulemaking that was approved by the Board at its public meeting on May 10, 2012.

Subsequent to adoption of its proposed rulemaking, the Board invited interested persons and individuals affiliated with small businesses to submit comments, questions, suggestions, commendations, concerns, or objections on the proposed rulemaking. The Board received written comments from 146 individuals and organizations during the 30-day public comment period. The Board then considered and approved a final-form regulation on March 14, 2013. The final rulemaking included revisions to the proposed rulemaking based on comments received from the public and from the Independent Regulatory Review Commission (IRRC).

On June 18, 2013, the Pennsylvania House of Representatives adopted House Resolution 338 (H.R. 338), which expressed concern with the Common Core State Standards and urged the Board and the Department to address a number of matters related to the utilization of the state's academic standards. The concerns identified in H.R. 338 were echoed to the Board by members of the public. In response to H.R. 338, the Board withdrew the final-form rulemaking from review by the Governor's Office of the Budget, Governor's Policy Office and Office of General Counsel to provide the Board time to consider these concerns.

During this time, the Board engaged in additional deliberation about the final regulation in multiple venues. First, the Board provided an additional opportunity for the public to comment on the regulation at its public meeting on July 10, 2013. Second, the Board appeared before the House Education Committee to discuss the regulation at a public hearing of the Committee in Harrisburg on August 5, 2013. Third, the Board

appeared before the Senate Education Committee to discuss the final rulemaking twice at public hearings of the Committee in Chester County on August 26, 2013, and in Harrisburg on August 29, 2013. Finally, the Board heard additional public comment on the regulation during the public meeting of its Council of Basic Education on September 11, 2013, and during its public Board meeting on September 12, 2013.

The Board prepared revisions to the final-form rulemaking to address concerns heard during this time for additional deliberation. Those revisions (1) clarified that the state's academic standards do not apply to private, religious or home education students; (2) reinforced the Board's long-standing intention that it will not mandate a statewide curriculum or required reading lists; (3) prohibited the expansion of student and family data collection due to the Pennsylvania Core Standards; and (4) expressed the Board's intention to not include national assessments as part of the state assessment system, while retaining discretion for the Department to continue participating in a multi-state collaborative working to develop an alternate assessment for students with the most severe cognitive disabilities and requiring consultation with teachers, counselors and parents of students who would be eligible to take the alternate assessment prior to its administration in the Commonwealth. The additional revisions also removed a requirement that a student's transcript denote whether proficiency was demonstrated via a project-based assessment, and revised the waiver process to seat such determinations with a local chief school administrator rather than with the Secretary of Education.

A revised final-form rulemaking encompassing the revisions described above was approved by the Board on September 12, 2013.

Need for the rule

This final-form rulemaking is necessary for three reasons.

First, it is essential to set forth the academic standards that will serve as the substantive underpinning for the Keystone Exams. Therefore, the Board is publishing the state-specific Pennsylvania Core Standards for English Language Arts and Mathematics as Appendix A-2. The Board also is publishing the Pennsylvania Core Standards for Reading in Science and Technology and the Pennsylvania Core Standards in Writing for Science and Technology as supplements to the Academic Standards for Science and Technology (currently in Appendix B) and the Pennsylvania Core Standards for Reading in History and Social Studies and the Pennsylvania Core Standards in Writing for History and Social Studies as supplements to the Academic Standards for History (currently in Appendix C).

Second, the final-form regulation replaces existing language that states a Keystone Exam counts for at least one-third of the course grade with the requirement that a student will demonstrate “proficiency” on a Keystone Exam in order to graduate. At the same time, the rulemaking maintains the option for districts to utilize validated local assessments and Advanced Placement (AP) or International Baccalaureate (IB) exams as alternative paths to proficiency, and continues to include protections for students established in current law such as exam retakes, supplemental instruction, project-based assessments and waivers of certain graduation requirements. This revision responds to concerns raised with the practicality of implementing Keystone Exams as part of a student’s course grade due to the timeframe for administering exams in order to return scores to schools in time to calculate grades; the potential for inconsistent implementation

due to the lack of a statewide grading scale; the fairness of a requirement that students scoring below basic receive a score of zero as one-third of their course grade; and, questions about whether schools would need to continuously recalculate course grades, GPAs and class rank based on the results of Keystone Exam retakes.

Further, there is emerging evidence that “high stakes” testing or requiring passage of a test or exam in order to obtain a high school diploma can be a “potent policy in terms of bringing about real positive changes in student learning.” *See Controversies of Standardized Assessment in School Accountability Reform: A Critical Synthesis of Multidisciplinary Research Evidence*, Lishing Wang, Gulbahar Beckett and Lionel Brown, *Applied Measurement in Education* 19(4), 320 (2006). In order to assure that taxpayer dollars produce results in public education, the appropriate standards and assessments need to be coupled with a concrete incentive for learning.

The use of Keystone Exams as a standalone measure of graduation requirements, combined with the multiple pathways to graduation and supports provided by the current regulation and extended in this final rulemaking, also is supported by the *Standards for Educational and Psychological Testing* established by the American Educational Research Association, American Psychological Association and National Council on Measurement in Education. Standard 13.5 states that “when test results substantially contribute to making decisions about student promotion or graduation, there should be evidence that the test adequately covers only the specific or generalized content and skills that students have had an opportunity to learn.” Standard 13.6 states that “students who must demonstrate mastery of certain skills or knowledge before being promoted or granted a diploma should have a reasonable number of opportunities to succeed on

equivalent forms of the test or be provided with a construct-equivalent testing alternative of equal difficulty to demonstrate the skills or knowledge. In most circumstances, when students are provided with multiple opportunities to demonstrate mastery, the time interval between the opportunities should allow for students to have the opportunity to obtain the relevant instructional experience.”

The *Standards for Educational and Psychological Testing* further support the final rulemaking in the following excerpt addressing fairness in testing:

For example, when tests are used for promotion and graduation, the fairness of individual interpretations can be enhanced by (a) providing students with multiple opportunities to demonstrate their capabilities through repeated testing with alternate forms or through other construct-equivalent means, (b) ensuring students have had adequate notice of skills and content to be tested along with other appropriate test preparation material, (c) providing students with curriculum and instruction that affords them the opportunity to learn the content and skills that are tested, and (d) providing students with equal access to any specific preparation for test taking (*e.g.*, test taking strategies).

The regulation comports with these standards by providing students with multiple pathways to demonstrate proficiency via a Keystone Exam, locally validated assessment and related AP and IB exams, providing unlimited opportunities to take a Keystone Exam to demonstrate proficiency, providing an alternative project-based assessment, and requiring students to engage in supplemental instruction before a second attempt on a Keystone and before being able to participate in a project-based assessment. The state assessment system further comports with these standards through the establishment of assessment anchors and eligible content that clearly communicate the academic content that will be assessed.

Third, this final-form regulation is necessary for the Commonwealth to remain academically competitive with other American public education systems including those

in neighboring states. As of the 2010-11 school year, 30 states currently require or plan to require students to take, but not necessarily pass, an assessment to graduate. In 25 of the 30 states (including Maryland, New Jersey, New York, Ohio and Virginia), “students are (or soon will be) required to pass the assessment in order to graduate.” See Center for Education Policy (CEP), *State High School Tests*, page 11, December 2011.

According to CEP, approximately 76 percent of public high school students nationwide – including 78 percent of low-income students and 84 percent of students of color – are enrolled in states with exit exams. The final-form regulation would allow Pennsylvania to keep pace with rising academic expectations nationally, while still providing districts and students with significant flexibility and alternatives in implementing and meeting the requirements.

Summary of the Final-Form Rulemaking

The final-form regulations make changes to three main components of Chapter 4: strategic planning, academic standards and high school graduation requirements. Major revisions include:

- 1) Eliminating the requirement that strategic planning be conducted via a state-prescribed timeframe and state-prescribed format to provide flexibility in how school entities choose to approach strategic planning. The final regulations also retain planning requirements for six plans related to educator induction, educator professional development, special education, gifted education, student services and early childhood education, and require that the public be provided a minimum 28-day public comment and inspection period prior to adoption of each of those plans by a local governing body. The final-form regulation also makes minor

editorial changes to different provisions throughout the Chapter to be consistent with the deletion of the strategic plan requirement.

- 2) Establishing state-specific Pennsylvania Core Standards as the Commonwealth's academic standards in mathematics and English Language Arts.
- 3) Strengthening existing graduation requirements for the 2014-2015 school year and extending the effective date of such requirements to the 2016-2017 school year. The final regulations require that each school district, charter school, cyber charter school and AVTS (if the AVTS graduates students) adopt and implement requirements for high school graduation that, at a minimum, include:
 - a. Course completion and grades.
 - b. Demonstration of proficiency or above in the State academic standards in English Language Arts and Mathematics, Science and Technology and Environment and Ecology, and in each of the State academic standards for which there is not a State assessment.

Students would be required to demonstrate proficiency on the appropriate Keystone Exam or a specified and validated assessment instrument, including a local assessment, or comparable Advanced Placement or International Baccalaureate exam. Keystone Exams would no longer be incorporated into a student's final course grade. Beginning in the 2016-2017 school year, the "culminating project" would be removed as a state graduation requirement, and students who are subject to a religious opt-out of state assessments would be required to participate in project-based assessments to demonstrate proficiency for

graduation. The culminating project is eliminated to avoid potentially duplicative requirements of the project-based assessments.

- 4) Beginning in the 2018-2019 school year, graduation requirements would include a determination of proficiency in Composition in English Language Arts. In the next school year in 2019-2020, the final regulation adds Civics and Government to the list of subjects for which a determination of proficiency is required for graduation. As noted in § 4.51b(j), the availability of Keystone Exams for Composition and Civics and Government is subject to funding appropriated by the General Assembly for the development of the exams, related project-based assessments, and validation of locally aligned assessments.
- 5) Provides for five other Keystone Exams to be developed for voluntary use by school districts, AVTSSs, charter schools and cyber charter schools. Subject to funding appropriated by the General Assembly, the following content area exams would be developed by the Department and made available in accordance with the following schedule:

a. School Year 2016-2017	Geometry
b. School Year 2017-2018	U.S. History
c. School Year 2018-2019	Algebra II
d. School Year 2019-2020	Chemistry
e. School Year 2020-2021	World History
- 6) Allows students who do not demonstrate proficiency on a Keystone Exam to enter into a project-based assessment as long as certain conditions are met. The final-form regulation makes access to the project more flexible by requiring a student

to make two attempts at a Keystone Exam and complete supplementary instruction to the satisfaction of the student's school district prior to being able to participate in a project-based assessment rather than requiring a student to participate in at least two school years of supplemental instruction as a criteria for participation in the project, as suggested in the proposed rulemaking.

- 7) Allows a chief school administrator to grant waivers to state graduation requirements on a case-by-case basis for students who either are not proficient on a project-based assessment or who face extenuating circumstances. If a chief school administrator is considering granting waivers to more than 10 percent of a graduating class who were not proficient on a project-based assessment, the school district is required to engage in self-reflection to identify improvements that will be made to the courses associated with the content that served as the basis for the waivers. Such improvements must be presented to the Secretary for approval in an action plan.
- 8) Incorporates provisions of a policy statement approved by the Board in November 2010 providing an alternate pathway to proficiency for Career and Technical Education (CTE) students. The alternate pathway previously approved by the Board was recommended by a stakeholders' advisory committee convened by the Department as required by Chapter 4 to explore this matter. The final-form regulation requires CTE students to demonstrate proficiency in the content areas required for federal accountability either on a Keystone Exam, validated local assessment or project-based assessment and allows CTE students to meet other

state graduation requirements by achieving a score of competent or advanced on an occupational skills assessment.

- 9) Reorganizes the current provisions of Section 4.51 (State Assessment) into discrete sections that address State Assessment, Pennsylvania System of School Assessment (PSSA), Keystone Exams, Project-Based Assessment, and Waivers, so as to make the regulation more easily understandable to the regulated community.
- 10) Provides clarity pertaining to the information required to be included on student transcripts. The final-form rulemaking requires performance levels (advanced, proficient, basic or below basic) in subjects assessed by a Keystone Exam to be reported on student transcripts beginning in the 2016-2017 school year. The inclusion of performance levels, as opposed to reporting scale scores, provides the clearest means of communicating whether a student met graduation requirements to members of the higher education community and employers. A transcript must include the highest performance level demonstrated either on a Keystone Exam, locally validated assessment or project-based assessment.

Summary of Technical Changes to the Final-Form Rulemaking

In proofreading Annex A, the Board identified technical and typographical errors in the final rulemaking. The Board identified typographical errors in citations and made technical changes to reference the appropriate sections in the following provisions: § 4.12(h) (relating to academic standards) incorrectly referenced subsection (g) and was revised to appropriately reference subsection (f); § 4.20(d) (relating to prekindergarten education) incorrectly referenced § 4.52(d) and was corrected to reference § 4.52(b)

(relating to local assessment system); § 4.20(6) (relating to prekindergarten education) incorrectly referenced § 49.85(c) and was corrected to reference § 49.85(e) (relating to limitations); § 4.20(11)(iii) (relating to prekindergarten education) incorrectly referenced § 49.85(a) and was corrected to reference § 49.85 (relating to limitations) in its entirety; § 4.24(c)(1)(iii)(B)(III) (relating to requirements beginning in the 2016-2017 school year) incorrectly referenced subsection (e) and was corrected to reference subsection (g); § 4.24(m) (relating to transition) incorrectly referenced subsections (a) and (b) and was corrected to reference subsections (b) and (c) (relating to requirements through the 2015-2016 school year and requirements beginning in the 2016-2017 school year); § 4.31(a) (relating to vocational-technical education) incorrectly referenced § 4.24(f) and was corrected to reference § 4.24(g) (relating to special education students).

The Board also made the following technical changes to the final rulemaking:

- The term “chief school administrator” is used in §§ 4.33(b) and 4.51(d), but is undefined. The Board included a definition for the term based on the definition in Article XIII-A of the Public School Code.
- In § 4.12(a)(3)(v), the Board made a technical correction to replace the title of the subparagraph with the word “appendix.”
- In § 4.13(d), the Board inserted the words “for approval” for consistency with the requirement for approval of such plans established by § 14.104(f).
- Section 4.21(a) was revised to incorporate the phrase “including charter schools.”
- In § 4.24(c)(1)(ii), the term “and” was revised to the more appropriate term “or” as it pertains to the applicable sections identified at the end of the

provision. Likewise, in § 4.24(g), the term “and” was revised to the more appropriate term “or” in reference to the entities that may issue a diploma to recognize that only one entity would grant such a credential.

- The word “district” appearing in § 4.24(c)(1)(iii)(B)(VI) was changed to “school entity” to make it clear that the section applies to school districts, AVTSs, and charter schools.
- Section 4.24(f) was revised to identify the Pennsylvania state skills assessments referred to in the section, which are currently referenced in other parts of the chapter.
- In § 4.51C(d), the Board inserted the words “or module” to read, “after at least two attempts on the exam or module,” for consistency with the beginning of that same provision, which references a “Keystone Exam or Keystone Exam module.”
- The Board added the clarifying phrase, “that students achieve proficiency on the Keystone Exams,” to §4.51C(f).
- In § 4.51D(2) and (3), the Board updated the sections to use the term “granted” related to waivers, rather than “requested” or “issued,” which is a more clear term and brings consistency throughout the sections inasmuch as § 4.51D(2) begins with the phrase, “is considering granting.”
- Finally, the Board made a technical revision to § 4.52(e) to include a reference to cyber charter schools.

Summary of Public Comment and Responses to Proposed Rulemaking

The proposed rulemaking was published at 42 Pa.B. 6365 (October 6, 2012) and was available on the Department's website at www.education.state.pa.us. The Board accepted formal written comments during a 30-day public comment period that began upon publication of the proposed rulemaking. The Board received written comments directly from 146 individuals and organizations during the official 30-day public comment period that followed publication of the proposed regulations in the *Pennsylvania Bulletin*. Rather than provide a lengthy listing of the organizations and comments and responses in the preamble, the Board prepared a separate document that outlines the comments and the Board's response, which is incorporated by reference. Notification of the availability of this document was sent to each commentator and is posted on the Board's webpage on the Department's website at www.education.state.pa.us.

Affected Parties

The final-form rulemaking will affect public school districts, AVTSs, and charter and cyber charter schools in Pennsylvania, and their employees and students. It also will affect the Pennsylvania Department of Education.

Fiscal Impact and Paperwork Requirements

New provisions and amendments in the final-form regulation do not increase costs for the Commonwealth or local governments inasmuch as that they are accomplishing the policy choices set forth when the Keystone Exams were added to Chapter 4 via the final rule published in the *Pennsylvania Bulletin* on January 9, 2010, at 40 Pa.B. 240. While the Commonwealth will incur costs for the development and

administration of Keystone Exams, these are not new costs imposed by this final-form rulemaking. The requirement to develop and administer 10 Keystone Exams was established via a final rule published in 2010 and referenced above, which was submitted to the House Education Committee, Senate Education Committee and Independent Regulatory Review Commission for review prior to its enactment, and which remains a requirement of the current Chapter 4. Further, section 121 of the Public School Code (24 P.S. § 1-121) directs the Department, subject to annual appropriations, to develop and implement Keystone Exams in the following subjects by 2020-2021: Algebra I, Literature, Biology, English Composition, Algebra II, Geometry, United States History, Chemistry, Civics and Government, and World History.

It is important also to note that, while the Commonwealth will incur a cost to administer Keystone Exams, during the 2012-13 school year the Keystone Exams in Algebra I, Biology and Literature replaced the eleventh grade Pennsylvania System of School Assessment (PSSA) as the state's uniform measure of accountability at the high school level. Therefore, the Commonwealth no longer bears costs associated with the eleventh grade PSSA. Further, test development to refresh item banks related to state assessments is part of the ongoing work of state government and is not a new cost imposed by the rulemaking.

The state also will experience savings with this final-form regulation via the elimination of the mandate for districts to submit strategic plans. However, these savings are difficult to quantify. The state will experience further savings by not incurring future costs to develop project-based assessments aligned to the five Keystone Exams that would be developed for voluntary use by school districts.

Additionally, the final-form regulation will provide some relief to school districts by paring the number of Keystone Exams developed to assess proficiency for graduation from 10 to five and, in effect, removing the mandate to provide supplemental instruction and to administer associated project-based assessments in the five keystones that would be made available on a voluntary basis. Further, Keystone Exams in subjects other than those required for accountability purposes (Algebra I, Biology and Literature) would be developed subject to funding being made available by the General Assembly.

The final-form regulation also requires school entities to publish and distribute to students, parents and guardians copies of graduation requirements and to post graduation requirements on each school entity's public website. This information sharing can be accomplished by publishing graduation requirements in student handbooks or by distributing graduation requirements in tandem with other information that is already legally required to be provided to students, parents and guardians, such as student codes of conduct. Therefore, the cost associated with publishing and distributing graduation requirements is negligible.

The elimination of the state-mandated submittal of strategic plans and the deletion of the "culminating project" graduation requirement in the 2016-2017 school year also would reduce costs for school districts. The extent of these savings would vary from district to district and is estimated at \$35 million statewide.

Effective Date

The final-form rulemaking would become effective upon final publication in the *Pennsylvania Bulletin*.

Sunset Date

The Board will review the effectiveness of Chapter 4 every four years in accordance with the Board's policy and practice respecting all of its regulations. Thus, no sunset date is necessary.

Regulatory Review

Under section 5(a) of the Regulatory Review Act (71 P.S. § 745.5(a)), on September 20, 2012, the Board submitted a copy of the notice of proposed rulemaking, published at 42 Pa.B. 6365, to the Independent Regulatory Review Commission (IRRC) and to the chairpersons of the House and Senate Committees on Education for review and comment.

Under section 5(c) of the Regulatory Review Act, IRRC and the Committees were provided with copies of the comments received during the public comment period. In preparing the final-form rulemaking, the Board has considered all comments from IRRC, the House and Senate Committees and the public.

Under section 5.1(j.2) of the Regulatory Review Act (71 P.S. § 745a(j.2)), the final-form rulemaking was approved/deemed approved by the House Committee on **TBD** and by the Senate Committee on **TBD**. Under section 5.1(e) of the Regulatory Review Act, IRRC met on **TBD**, and approved the final-form rulemaking.

Contact Person

The official responsible for information on this final-form rulemaking is Mr. Larry Wittig, Chairman, State Board of Education, 333 Market Street, Harrisburg, PA 17126-0333, (717) 787-3787 or TDD (717) 787-7367.

Findings

The Board finds that:

- (1) Public notice of the intention to adopt this final-form rulemaking was given under sections 201 and 202 of the act on July 31, 1968 (P.L. 769, No. 240) (45 P.S. §§ 1201 and 1202) and the regulations promulgated thereunder, 1 Pa. Code §§ 7.1 and 7.2.
- (2) A public comment period was provided as required by law and all comments were considered.
- (3) The final-form rulemaking is necessary and appropriate for the administration of the code.

Order

The Board, acting under authorizing statute, orders that:

- (a) The regulations of the Board, 22 Pa. Code Chapter 4, are amended by amending §§ 4.3, 4.4, 4.11, 4.12, 4.13, 4.20, 4.21, 4.22, 4.23, 4.24, 4.31, 4.33, 4.51, 4.51A, 4.51B, 4.51C, 4.51D, 4.52, 4.61, Appendix A, Appendix A-2, Appendix B and Appendix C to read as set forth in Annex A, with ellipses referring to the existing text of the regulations.
- (b) The Chairman will submit this order, 42 Pa.B. 6365 and Annex A to the Office of General Counsel and the Office of Attorney General for review and approval as to legality and form as required by law.
- (c) The Chairman of the Board shall certify this order, 42 Pa.B. 6365 and Annex A and deposit them with the Legislative Reference Bureau as required by law.
- (d) This order is effective upon publication in the *Pennsylvania Bulletin*.

KAREN MOLCHANOW
Executive Director



ANNEX A
TITLE 22. EDUCATION
PART I. STATE BOARD OF EDUCATION
CHAPTER 4. ACADEMIC STANDARDS AND ASSESSMENT
GENERAL PROVISIONS

§ 4.2. Purpose.

The purpose of this chapter is to establish rigorous academic standards and assessments, **APPLICABLE ONLY TO THE PUBLIC SCHOOLS OF THE COMMONWEALTH**, to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined.

§ 4.3. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

AVTS—Area vocational-technical school—A public school that provides vocational-technical education to secondary school students, out-of-school youth and adults in a geographical area comprised and operated by one or more school districts and established under sections 1840—1853 of the School Code (24 P.S. §§ 18-1840—18-1853).

Academic standard—What a student should know and be able to do at a specified grade level.

Apprenticeship program—A competency-based program that coordinates and integrates classroom instruction with a structured work-based employment experience designed for students.

Assessment—A valid and reliable measurement of student performance on a set of academic standards in a subject area that captures student understanding of the set as a whole and the central concepts, knowledge and skills of each content area.

Board—The State Board of Education established under sections 2601-B—2606-B of the School Code (24 P.S. §§ 26-2601-B—26-2606-B).

CHIEF SCHOOL ADMINISTRATOR—THE SUPERINTENDENT OF A SCHOOL DISTRICT, THE SUPERINTENDENT OF AN AVTS, OR THE CHIEF EXECUTIVE OFFICER OF A CHARTER SCHOOL.

~~*Common Core State Standards*—Academic standards for English language arts and mathematics developed through a Nationwide, state-led process coordinated by the National Governors Association and the Council of Chief State School Officers and in collaboration with teachers, content experts and other education and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in work-force training programs.~~

Cooperative vocational-technical education—A planned method of instruction developed through a signed cooperative arrangement among school representatives, students, parents and employers in the community to provide students with an opportunity to alternate in-school

academic and vocational-technical instruction in entry-level paid employment in an occupational field, in which the student's total occupational work experience is planned, coordinated and supervised by the school in close cooperation with the employer.

Curriculum—A series of planned instruction aligned with the academic standards in each subject that is coordinated and articulated and implemented in a manner designed to result in the achievement at the proficient level by all students.

Department—The Department of Education of the Commonwealth.

ESOL—English to speakers of other languages.

Employment area—A geographic area where vocational-technical education program completers are most likely to be employed.

Individuals with Disabilities Education Act—20 U.S.C.A. §§ 1400—1482.

Intermediate unit—A regional educational service agency established under sections 951—974 of the School Code (24 P.S. §§ 9-951—9-974), which provides educational services to participating school districts as part of the public school system of this Commonwealth.

Keystone Exams—State-developed end-of-course exams. **DESIGNATED EXAMS WILL BE USED TO DETERMINE, IN PART, A STUDENT'S ELIGIBILITY FOR HIGH SCHOOL GRADUATION.**

Local Assessment Validation Advisory Committee—An advisory committee established by the Department composed of up to two representatives each from the Department and Board,

four representatives from the Pennsylvania School Boards Association and up to four additional members who are jointly selected by the committee. The purpose of the Committee is to develop the criteria for the local validation process and criteria for selection of approved validation entities.

NOCTI—National Occupational Competency Testing Institute.

PSSA—Pennsylvania System of School Assessment.

Parent or guardian—A person legally responsible for a student’s care.

Pennsylvania Common Core Standards—Academic standards for English language arts and mathematics based upon a Nationwide, state-led process coordinated by the National Governors Association and the Council of Chief State School Officers and in collaboration with teachers, content experts and other education stakeholders. The standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in work-force training programs.

Performance Level Advisory Committee—An advisory committee established by the Department to assist the Department in developing Keystone Exam performance level descriptors and performance level cut scores. The committee includes teachers, principals, school administrators, school board members, higher education officials, representatives of the United States Armed Forces, employers and others with at least one-half of its members selected from nominations made by Statewide teachers’ unions and other education stakeholder organizations.

Planned instruction—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 [in strategic plans under § 4.13 (relating to strategic plans)] by the school entity.

Prekindergarten—A program operated by a school district or by a community agency under contract from a school district that is open to children who are at least 3 years of age and completed prior to the school district's entry age for kindergarten.

School Code—The Public School Code of 1949 (24 P.S. §§ 1-101—27-2702).

School entity—A local public education provider (for example, public school district, charter school, cyber charter school, AVTS or intermediate unit).

School organization—The organization of a school district's programs into kindergarten, primary, intermediate level, middle level and high school programs, including programs operated at AVTSs.

Secretary—The Secretary of Education of the Commonwealth.

State Assessment Validation Advisory Committee—An advisory committee established by the Department to advise it on its plans to conduct a validity study of the Keystone Exams and review and provide feedback on study findings. The Committee is composed of up to two representatives each from the Department, Board, Pennsylvania State Education Association, American Federation of Teachers-Pennsylvania and up to four additional members who are jointly selected by the committee.

STATE ASSESSMENT—A VALID AND RELIABLE MEASUREMENT OF STUDENT PERFORMANCE ON A SET OF ACADEMIC STANDARDS AS MEASURED BY THE PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT OR THE KEYSTONE EXAMS.

[Strategic plan—A comprehensive plan for education developed under § 4.13.]

Tech-prep program—A combined secondary and postsecondary program which leads to an associate degree or certificate and employment by providing technical preparation in engineering technology, applied science, mechanical, industrial or practical art or trade, agriculture, health or business, including development of competence in mathematics, science and communications through a sequential course of study.

Vocational-technical education—Programs under public supervision and control which provide an organized process of learning experiences designed to develop integrated academic and occupational skills, knowledge, attitudes, work habits and leadership ability for entry into and advancement within various levels of employment in occupational areas of agriculture, business, marketing and distribution, health, home economics and trade and industry and for participation in postsecondary education and training.

§ 4.4. General policies.

(a) It is the policy of the Board that the local curriculum be designed by school entities to achieve the academic standards under § 4.12 (relating to academic standards) and **ANY additional academic standards [designated in strategic plans under § 4.13 (relating to strategic plans)] as determined by the school entity.**

(b) It is the policy of the Board that local school entities have the greatest possible flexibility in curriculum planning consistent with providing quality education and in compliance with the School Code, including requirements for courses to be taught (24 P.S. §§ 15-1501 and 16-1605); subjects to be taught in the English language (24 P.S. § 15-1511); courses adapted to the age, development and needs of the pupils (24 P.S. § 15-1512); minimum school year of 180 days and minimum of 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level (24 P.S. §§ 15-1501 and 15-1504); employment of sufficient numbers of qualified professional employees (24 P.S. § 11-1106) and superintendents to enforce the curriculum requirements of State law (24 P.S. § 10-1005); and this part.

(c) Access to educational programs shall be provided without discrimination on the basis of a student's race, sex, color, religion, disability, sexual orientation or national origin.

(d) School entities shall adopt policies to assure that parents or guardians have the following:

(1) Access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.

(2) A process for the review of instructional materials.

(3) The right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parent or guardians.

(4) [The right of the parent or guardian to review the State assessments in the school entity, at least 2 weeks prior to their administration, during convenient hours for parents and guardians. Necessary security requirements to maintain the validity of the assessment shall be taken in accordance with the State assessment administration instructions.

(5) The right to review a State assessment in the school entity during convenient hours for parents and guardians, at least 2 weeks prior to their administration, to determine whether an A STATE assessment conflicts with their religious belief. To protect the validity and integrity of the State assessments, each school entity shall have in place procedures to be followed when parents or guardians request to view any State assessment. Procedures must be consistent with guidance provided by the Department in its assessment administration instructions. If upon inspection of a State [assessments] assessment parents or guardians find the assessment to be in conflict with their religious belief and wish their students to be excused from the assessment, the right of the parents or guardians will not be denied upon written request that states the objection to the applicable school district superintendent, charter school chief executive officer or AVTS director.

[(6) Opportunity for involvement in the strategic planning process under § 4.13.

(7) (5) The right to have their children excluded from research studies or surveys conducted by entities other than a school entity unless prior written consent has been obtained.

(e) The Department will provide support to school districts **[and]**, AVTSs **and charter schools, including cyber charter schools**, in developing educational programs that enable students to attain academic standards under § 4.12. Department support will include:

(1) Establishment of a voluntary model curriculum and diagnostic supports aligned with State academic standards in each of the content areas assessed by the Keystone Exams under ~~§ 4.51(f) (relating to State assessment system)~~ **§ 4.51B(I) AND (J) (RELATING TO KEYSTONE EXAMS)**.

(2) Assistance in the development of effective student tutoring, remediation and extended instructional time programs.

(3) Opportunities for continuing professional education designed to improve instruction in each of the content areas assessed by the Keystone Exams under ~~§ 4.51(f)~~ **§ 4.51B(I) AND (J)**.

(4) Technical guidance **[to school districts and AVTSs (including charter schools)]** in developing local assessments that meet the requirements of ~~[§ 4.24(b)(1)(iv)(B)]~~ **§ 4.24(c)(1)(iii)(B)**, upon request.

(F) THE DEPARTMENT SHALL NOT, AND THE BOARD WILL NOT, REQUIRE SCHOOL ENTITIES TO UTILIZE A STATEWIDE CURRICULUM OR STATEWIDE READING LISTS.

ACADEMIC STANDARDS AND PLANNING

§ 4.11. Purpose of public education.

(a) This section and [§§] § 4.12 [and 4.13] (relating to academic standards[; and strategic plans]) describe the purpose of public education[,] and its relationship with the academic standards[, **their relationship with one another and strategic plans**].

(b) Public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens.

(c) Together with parents, families and community institutions, public education provides opportunities for students to:

- (1) Acquire knowledge and skills.
- (2) Develop integrity.
- (3) Process information.
- (4) Think critically.
- (5) Work independently.
- (6) Collaborate with others.
- (7) Adapt to change.

(d) The academic standards describe the knowledge and skills **[which] that** students will be expected to demonstrate before graduating from a public school.

(e) Achievement of high academic standards in public education is dependent upon the quality of instruction in schools and student effort supported by the involvement of family and community.

(f) Assessment in public education is designed to determine student attainment of State and local academic standards.

(g) Public schools provide instruction throughout the curriculum so that students may develop knowledge and skills in the following areas:

(1) **[Reading, writing, speaking, listening and]** English language arts.

(2) Mathematics.

(3) Science and technology.

(4) Environment and ecology.

(5) Social studies (civics and government, geography, economics and history).

(6) Arts and humanities.

(7) Career education and work.

(8) Health, safety and physical education.

(9) Family and consumer science.

(h) Public education provides planned instruction to enable students to attain academic standards under § 4.12. Planned instruction consists of at least the following elements:

(1) Objectives of a planned course, instructional unit or interdisciplinary studies to be achieved by all students.

(2) Content, including materials and activities, and estimated instructional time to be devoted to achieving the academic standards. Courses, instructional units or interdisciplinary studies of varying lengths of time may be taught.

(3) The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards specified under § 4.12 and **[to those determined in the school district's (including charter schools) or AVTS's strategic plan under § 4.13] ANY additional academic standards as determined by the school entity.**

(4) Procedures for measurement of the objectives of a planned course, instructional unit or interdisciplinary studies.

§ 4.12. Academic standards.

(a) School entities may develop, expand or improve existing academic standards in the following content areas:

(1) *Science and technology.* Study of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. Technology is the

application of science to enable societal development, including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies. Beginning July 1, 2013, the THE PENNSYLVANIA Common Core State Standards for Literacy READING in History/Social Studies, Science and Technical Subjects TECHNOLOGY AND THE PENNSYLVANIA CORE STANDARDS FOR WRITING IN SCIENCE AND TECHNOLOGY will be an appendix to the Commonwealth's academic standards for Science and Technology UPON PUBLICATION IN THE PENNSYLVANIA BULLETIN.

(2) *Environment and ecology.* Understanding the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.

(3) *Social studies.*

(i) *History.* Study of the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.

(ii) *Geography*. Study of relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.

(iii) *Civics and government*. Study of United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.

(iv) *Economics*. Study of how individuals and societies choose to use resources to produce, distribute and consume goods and services. Knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.

(v) ~~History/social studies, science and technical subjects~~ APPENDIX. ~~Beginning July 1, 2013, the~~ THE PENNSYLVANIA ~~Common Core State Standards for Literacy~~ ~~READING in History/~~ AND ~~Social Studies, Science and Technical Subjects~~ AND THE PENNSYLVANIA CORE STANDARDS IN WRITING FOR HISTORY AND SOCIAL STUDIES ~~will be an appendix to the Commonwealth's academic standards for History~~ UPON PUBLICATION IN THE *PENNSYLVANIA BULLETIN*.

(4) *Arts and humanities*. Study of dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.

(5) *Career education and work*. Understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society,

technology, government and economy and their effect on individuals and careers. Development of knowledge and skill in job-seeking and job-retaining skills and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

(6) *Health, safety and physical education.* Study of concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

(7) *Family and consumer science.* Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

(8) *Through June 30, 2013: Reading, writing, speaking and listening.*

(i) *Reading.* The application of phonemic awareness, phonics and word study, vocabulary, fluency and text comprehension in reading critically across subject areas; the interpretation and analysis of literary expression with analysis of the origins and structures of the English language and learning how to search a variety of texts to conduct research.

(ii) *Writing.* Narrative, informational and persuasive formal writing for an audience, including spelling and editing skills; and informal writing to capture and organize information for individual use.

(iii) *Speaking and listening.* Participation in conversation and formal speaking presentations.

(iv) *English Language Arts.* ~~Beginning July 1, 2013~~ UPON PUBLICATION IN THE *PENNSYLVANIA BULLETIN*, following full implementation of a transition plan to be developed by the Department in collaboration with education stakeholders, academic standards will be based on the Pennsylvania ~~Common~~ Core [State] Standards for English Language Arts [and Literacy in History/Social Studies, Science, and Technical Subjects]. [States may supplement the Common Core State Standards with additional, State-specific academic standards.]

(9) *Mathematics.* The understanding of fundamental ideas and the development of proficient mathematical skills in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry and concepts of calculus. Using this content, students will learn to think, reason and communicate mathematically. Students will learn to model real-world situations by creating appropriate representations of numerical quantities and plan and implement problem-solving strategies to answer the question in the context of the situation. ~~Beginning July 1, 2013~~ UPON PUBLICATION IN THE *PENNSYLVANIA BULLETIN*, following implementation of a transition plan to be developed by the Department in collaboration with education stakeholders, academic standards will be based on the Pennsylvania ~~Common~~ Core [State] Standards for Mathematics. [States may supplement the Common Core State Standards with additional, State-specific academic standards.]

(b) In designing educational programs, school entities shall provide for the attainment of the academic standards under subsections (a) and (c) and any additional academic standards **[that they describe in their strategic plans under § 4.13(c) (relating to strategic plans)]** **as determined by the school entity**. Attaining the academic standards in this section requires students to demonstrate the acquisition and application of knowledge.

(c) School entities shall prepare students to attain academic standards in mathematics[, **reading, writing, speaking and listening**] **and English Language Arts** as contained in Appendix A-1 2 and incorporated here by reference and additional standards as may be adopted by the Board and promulgated as amendments to this chapter.

(d) A school entity's curriculum shall be designed to provide students with planned instruction needed to attain these academic standards.

(e) School entities shall apply academic standards for students in all areas described under subsections (a) and (c). The local assessment plan under § 4.52 (relating to local assessment system) must include a description of how the academic standards will be measured and how information from the assessments is used to assist students having difficulty meeting the academic standards.

(f) School entities shall assess the attainment of academic standards developed under subsections (a) and (c) and any other academic standards that they develop **[and describe in their strategic plans]** under § 4.52(c) for purposes of high school graduation and strategies for assisting students to attain them. Plans for assessment developed by school entities must take into account that academic standards in subsections (a) and (c) may be attained by students in

various ways and shall be assessed in various ways. Children with disabilities may attain the academic standards by completion of their individualized education programs under the Individuals with Disabilities Education Act and this part.

(g) In planning any revision of the academic standards in subsection (a) content areas, the Secretary will consult with educators, business and community leaders and parents.

(h) School entities are responsible under subsections (a), (c) and ~~(g)~~ (F)[, and § 4.13(c)(5)] for assessing individual student attainment of academic standards and for assisting those students having difficulty attaining them. Upon request by a school entity, the Department will provide the requestor with technical assistance in the development of academic standards and assessments that are sufficient to assure that students are making progress toward the attainment of standards required for high school graduation under subsection (f) [and those identified in the strategic plan under § 4.13(c)(3)].

(i) Every 3 years, the Board will review the State academic standards and State assessments under this section to determine if they are appropriate, clear, specific and challenging, and will make revisions as necessary by revising this chapter.

(J) THE DEPARTMENT SHALL NOT EXPAND THE COLLECTION OF STUDENT DATA, AND, IN ACCORDANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (20 U.S.C. § 1232G (RELATING TO FAMILY EDUCATIONAL AND PRIVACY RIGHTS)), SHALL NOT COLLECT PERSONAL FAMILY DATA DUE TO THE IMPLEMENTATION OF PENNSYLVANIA CORE STANDARDS CONTAINED IN APPENDIX A-2.

§ 4.13. Strategic plans.

[(a) Every school district (including a charter school) shall develop and file with the Department a strategic plan once every 6 years and review that plan for revision at the mid-point according to an implementation schedule developed by the Department. The Department will notify each school district, by letter, of the due date for submission of the school district's plan to the Department at least 1 calendar year prior to its due date. A school district plan must incorporate appropriate components of the plan submitted under subsection (b) by an AVTS in which the district participates. In the development of a strategic plan, a school district (including a charter school) will, upon request, receive technical assistance from the Department.

(b) Every AVTS, in conjunction with and with the approval of the majority of its participating school districts, shall develop and file with the Department a strategic plan once every 6 years and review that plan at the mid-point according to an implementation schedule developed by the Department. The Department will notify each AVTS, by letter, of the due date for submission of the AVT's plan to the Department at least 1 calendar year prior to its due date. The strategic plan must incorporate appropriate components of the strategic plan submitted under subsection (a) by participating districts. In the development of the strategic plan, an AVTS will, upon request, receive technical assistance from the Department.

(c) The strategic plan must be based upon an analysis of internal and external needs, leading to the specifications of priorities for action and action plans. The requirement in subsections (a) and (b) to develop plans every 6 years and revisions every 3

years does not limit a school district's (including charter schools) or AVTS's ability to conduct a continuous strategic planning process. The plan must include the following components in addition to others the school district (including charter schools) or AVTS determines to include:

(1) A mission statement.

(2) A listing of the school district's (including charter schools) or AVTS's educational and organizational goals as they relate to student achievement and high school graduation requirements.

(3) A description of academic standards for student achievement which must be consistent with those under § 4.12 (relating to academic standards).

(4) The planned instruction to be offered and the instructional and assessment practices to be used to strive for the academic goals and attain academic standards under paragraph (3) and the high school graduation requirements under § 4.24 (relating to high school graduation requirements).

(5) An assessment plan under § 4.52 (relating to local assessment system) to determine the degree to which students are achieving academic standards under paragraph (3) including descriptions of methods and measures used to determine achievement, how information from the assessments shall be used to assist students who have not demonstrated attainment of the academic standards at a proficient level or higher and how information from the assessments shall be made available to the public.

(6) A plan for improving students' achievement, including specific, measurable goals for student growth and plans (including those listed in this section) that are designed to attain students' achievement goals. Achievement goals must demonstrate a connection to the academic standards under § 4.12 including, but not limited to, annual improvement goals for student scores on State and local assessments.

(7) The professional development plan under section 1205.1 of the School Code (24 P.S. § 12-1205.1) and § 49.17 (relating to continuing professional development) and the induction plan under § 49.16 (relating to approval of induction plans).

(8) A description of the school district's (including charter schools) or AVTS's organization and organizational goals and their relationship to differing student needs within the school district's (including charter schools) or AVTS's goals under paragraph (2) and the attainment of academic standards under paragraph (3).

(9) A description of the professional personnel, school library, classroom and other resources the school district (including charter schools) or AVTS plans to devote to the attainment of academic standards.

(10) A brief description of the process used to develop the strategic plan, including a list of persons involved in its development.

(11) A plan for additional instructional opportunities for students not achieving at the proficient level including identification procedures, alternate instructional strategies, monitoring of assessment procedures and opportunities for extended learning time.

(12) A description of how the school district will accomplish coordination with community operated infant and toddlers and preschool early intervention programs and the following before or after school programs and services for all grade levels, including prekindergarten, if offered, through grade 12:

- (i) Child care.**
- (ii) After school programs.**
- (iii) Youth workforce development programs.**
- (iv) Tutoring.**

(13) A school district that offers prekindergarten shall describe the prekindergarten program and explain how the district will coordinate with agencies that serve preschool age children with disabilities. The plan must address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access. The plan must address pre-kindergarten programs operated directly by the school district and those operated by community agencies under contract from the school district.

(14) A brief description of how the school district will provide for a smooth transition for prekindergarten students, when prekindergarten is offered, from the home setting and any early childhood care or education setting the students attend, to the school setting. This description must include how the district will coordinate with the infants and toddlers and preschool early intervention agencies that serve children with disabilities to

ensure a smooth transition for those children to the school district's prekindergarten program.

(d) Strategic plans, the 6-year plan, mid-term review report, annual updates and other revisions to the plan, shall be developed through active participation by parents, students, school directors, teachers, school administrators, other school personnel and business and community representatives. Teacher representatives shall be chosen by teachers and administrative representatives shall be chosen by the administrative personnel; and school director representatives shall be chosen by the board of the school district or AVTS.

(e) Prior to its approval by the board of directors, the strategic plan and revisions of it shall be made available for public inspection in the school district's or AVTS's offices, on the school district's or AVTS's web site and nearest public library until the next regularly scheduled board meeting or a minimum of 28 days whichever comes first. The plan shall be filed with the Department after it is recommended by the school superintendent of record or chief executive officer and is approved by the school district's or AVTS's board of directors or charter school's board of trustees. If the board of directors or trustees alters the proposed strategic plan developed under subsection (d), it shall consult with the committee which developed it to reach the greatest possible consensus prior to its submission and include any minority report which is developed.

(f) A locally approved strategic plan shall remain in effect until it is superseded by a locally approved revision or a new strategic plan developed under this section.]

(a) Upon expiration of its current strategic planning phase, each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required by § 49.17(a) (relating to continuing professional education). A SCHOOL ENTITY SHALL MAKE ITS PROFESSIONAL EDUCATION PLAN AVAILABLE FOR PUBLIC INSPECTION AND COMMENT FOR A MINIMUM OF 28 DAYS PRIOR TO APPROVAL OF THE PLAN BY THE SCHOOL ENTITY'S GOVERNING BOARD AND SUBMISSION OF THE PLAN TO THE SECRETARY.

(b) Upon expiration of its current strategic planning phase, each school entity shall submit to the Department for approval an induction plan every 6 years as required by § 49.16(a) (relating to approval of induction plans). A SCHOOL ENTITY SHALL MAKE ITS INDUCTION PLAN AVAILABLE FOR PUBLIC INSPECTION AND COMMENT FOR A MINIMUM OF 28 DAYS PRIOR TO APPROVAL OF THE PLAN BY THE SCHOOL ENTITY'S GOVERNING BOARD AND SUBMISSION OF THE PLAN TO THE DEPARTMENT.

(c) Upon expiration of its current strategic planning phase, each school entity shall submit to the Department a written plan for the implementation of DEVELOP AND IMPLEMENT a comprehensive and integrated K-12 program of student services based on the needs of its students every 6 years as provided in § 12.41(a) (relating to description). A SCHOOL ENTITY SHALL MAKE ITS STUDENT SERVICES PLAN AVAILABLE FOR PUBLIC INSPECTION AND COMMENT FOR A MINIMUM OF 28 DAYS PRIOR APPROVAL OF THE PLAN BY THE SCHOOL ENTITY'S GOVERNING BOARD.

(d) Upon expiration of its current strategic planning phase, each school district shall develop, SUBMIT TO THE DEPARTMENT FOR APPROVAL, and implement a special education plan every 3 years as required by § 14.104 (relating to special education plans).

A SCHOOL DISTRICT SHALL MAKE ITS SPECIAL EDUCATION PLAN AVAILABLE FOR PUBLIC INSPECTION AND COMMENT FOR A MINIMUM OF 28 DAYS PRIOR TO APPROVAL OF THE PLAN BY THE SCHOOL DISTRICT'S BOARD OF DIRECTORS AND SUBMISSION OF THE PLAN TO THE DEPARTMENT.

(e) Upon expiration of its current strategic planning phase, each school district shall develop and implement a gifted education plan every 6 years as required by § 16.4 (relating to strategic plans).

A SCHOOL DISTRICT SHALL MAKE ITS GIFTED EDUCATION PLAN AVAILABLE FOR PUBLIC INSPECTION AND COMMENT FOR A MINIMUM OF 28 DAYS PRIOR TO APPROVAL OF THE PLAN BY THE SCHOOL DISTRICT'S BOARD OF DIRECTORS.

CURRICULUM AND INSTRUCTION

§ 4.20. Prekindergarten education.

(5) Each school district that provides prekindergarten shall design an assessment system that includes prekindergarten and uses a variety of assessment strategies, which may include those listed in ~~§ 4.52(d)~~ § 4.52(B) (relating to local assessment system), as appropriate.

(6) Prekindergarten programs must have a student/teacher ratio of no more than 20 students for one teacher and one teacher aide in a classroom (2 adults in a classroom for every 20

students). Programs of high quality ordinarily have a student/teacher ratio of 17 students for one teacher and one teacher aide in a classroom (2 adults for every 17 students). Programs operating under contract with community providers must comply with staffing qualifications as required by ~~§ 49.85(e)~~ § 49.85(E) (relating to limitations).

(10) A school district planning to offer or contract with a community agency to offer a prekindergarten program shall develop an implementation plan that describes the program and its target population. The plan must identify the facilities, staffing needs and other resources that it will use to deliver the program. The school district shall consult with parents, community agencies and organizations, and child care, early intervention and head start representatives when developing the implementation plan. In years subsequent to the initial year of the program, the implementation plan must **[become part of the strategic plan described in § 4.13 (relating to strategic plans) and included in the mid-term review and annual updates described in § 4.13] be submitted to the Department every 3 years or when the plan is amended, whichever is sooner.** **A SCHOOL DISTRICT SHALL MAKE THE IMPLEMENTATION PLAN AVAILABLE FOR PUBLIC INSPECTION AND COMMENT FOR A MINIMUM OF 28 DAYS PRIOR TO APPROVAL OF THE PLAN BY THE SCHOOL DISTRICT'S BOARD OF DIRECTORS AND SUBMISSION OF THE PLAN TO THE DEPARTMENT.**

(11) School district contracted prekindergarten programs operated by a community provider shall provide a lead teacher for each classroom who meets the following minimum qualifications:

(i) An associate's degree or greater in early childhood education or child development.

(ii) For programs operating before December 16, 2006, lead teachers shall possess a bachelor's degree and early childhood certificate as provided in § 49.85(a) (relating to limitations) on or before December 16, 2011.

(iii) For programs contracted after December 16, 2006, lead teachers shall possess a bachelor's degree and early childhood certificate as provided in ~~§ 49.85(a)~~ § 49.85 within 5 years from the date students first attend the prekindergarten program.

§ 4.21. Elementary education: primary and intermediate levels.

(a) The primary program shall ordinarily be completed by children who are approximately 8 years of age. School districts, **INCLUDING CHARTER SCHOOLS**, shall provide opportunities for individualized rates of learning and social and emotional development that reflect differing rates of development and learning styles of young children.

(i) School districts, including charter schools, shall determine the most appropriate way to operate their primary and intermediate level elementary programs to achieve the purposes under subsections (b) and (d) and ~~the~~ ANY mission, goals and academic standards [**in their strategic plans under § 4.13 (relating to strategic plans) as determined by the school entity.**]

(k) Students who have not achieved proficiency in reading and mathematics by the end of grade 5 as determined on State assessments under ~~§ 4.51 (relating to State assessment system)~~ **§ 4.51A (RELATING TO PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT)** shall be afforded instructional opportunities to develop knowledge and skills necessary to achieve the proficient level.

§ 4.22. Middle level education.

(a) The middle level planned instruction aligned with academic standards serves children who are approximately 11—14 years of age. School entities may modify the grouping of students based upon student needs identified **[in their strategic plans under § 4.13 (relating to strategic plans)] by the school entity.**

(e) School entities shall determine the most appropriate way to operate their middle level programs to achieve the purposes under subsection (b) and ~~the~~ **ANY** additional academic standards **[in their strategic plans under § 4.13] as determined by the school entity.**

§ 4.23. High school education.

(g) School districts, including a charter school, shall determine the most appropriate way to operate their high school programs to achieve the purposes under subsection (a) and **[the] ANY additional** academic standards **[in their strategic plans under § 4.13 (relating to strategic plans)] as determined by the school entity.**

§ 4.24. High school graduation requirements.

(A) **APPROVAL.** HIGH SCHOOL GRADUATION REQUIREMENTS AND REVISIONS TO THEM SHALL BE APPROVED BY A SCHOOL ENTITY'S GOVERNING BOARD WITHIN SIX MONTHS OF THIS REGULATION'S PUBLICATION IN THE *PENNSYLVANIA BULLETIN*, AND A COPY OF THE REQUIREMENTS SHALL BE PUBLISHED AND DISTRIBUTED TO STUDENTS, PARENTS AND GUARDIANS. COPIES OF THE REQUIREMENTS ALSO SHALL BE AVAILABLE IN EACH SCHOOL BUILDING OR ON EACH SCHOOL ENTITY'S PUBLICLY ACCESSIBLE WEBSITE. CHANGES TO HIGH SCHOOL GRADUATION REQUIREMENTS SHALL BE PUBLISHED AND DISTRIBUTED TO STUDENTS, PARENTS AND GUARDIANS AND MADE AVAILABLE IN EACH SCHOOL BUILDING OR ON EACH SCHOOL ENTITY'S PUBLICLY ACCESSIBLE WEBSITE IMMEDIATELY FOLLOWING APPROVAL BY THE GOVERNING BOARD.

(a) (B) *Requirements through the [2013-2014] 2015-2016 school year.* Each school district, AVTS and charter school, (including a cyber charter school), AND AVTS, IF APPLICABLE, shall specify requirements for graduation [in the strategic plan under § 4.13 (relating to strategic plans)]. Requirements through the [2013-2014] 2015-2016 school year must include course completion and grades, completion of a culminating project, results of local assessments aligned with the academic standards and a demonstration of proficiency in [Reading, Writing] English Language Arts and Mathematics on either the State assessments administered in grade 11 or 12 or local [assessment] assessments aligned with academic standards and State assessments under § 4.52 (relating to local assessment system) at the proficient level or better to graduate. The purpose of the culminating project is to assure that

students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.

(b) High school graduation requirements and any revisions to them shall be approved by the board of school directors.

(c) Requirements beginning in the [2014-2015] 2016-2017 school year.

(1) *General.* Beginning in the [2014-2015] 2016-2017 school year, each school district ~~[and], AVTS [(including charter schools), shall specify], and charter school, (including a cyber charter school),~~ AND AVTS, IF APPLICABLE, shall adopt and implement requirements for high school graduation [in the strategic plan under § 4.13] that, at minimum, include:

(i) Course completion and grades.

(ii) [Completion of a culminating project in one or more areas of concentrated study under the guidance and direction of the high school faculty. The purpose of the project, which may include research, writing, completion of a college application or some other appropriate form of demonstration, is to assure that the student is able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Projects may be undertaken by individual students or groups of students.

(iii) Demonstration of proficiency as determined by the school district [or], AVTS [(including charter schools)] ~~or charter school, (including a cyber charter school),~~ OR AVTS, IF APPLICABLE, in each of the State academic standards not assessed by a State

assessment under § 4.51 (relating to State assessment system), § 4.51A (RELATING TO PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT) OR § 4.51B (RELATING TO KEYSTONE EXAMS).

~~[(iv)]~~ (iii) Demonstration of proficiency or above in each of the following State academic standards: ~~[Reading, Writing]~~ English Language Arts and Mathematics (Appendix A-1 2); Science and Technology and Environment and Ecology (Appendix B), as determined through any one or a combination of the following:

(A) ~~[Successful completion]~~ Completion of secondary level coursework in ~~[English Composition, Literature]~~ English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam ~~[serves as the course final exam]~~ OR RELATED PROJECT-BASED ASSESSMENT IF § 4.4(D)(4) (RELATING TO GENERAL POLICIES) APPLIES. [A student's Keystone Exam score shall count as one-third of the final course grade. A school district or AVTS (including a charter school) may, at its discretion, elect to have the Keystone Exam count for more than one-third of the course grade.] ~~A school district [or], AVTS [(including a charter school), at its discretion,] or charter school, including a cyber charter school, may allow [students who score] a student who scores at the advanced level on a particular Keystone Exam prior to taking the course to be granted course credit for the course without having to complete the course.~~

(I) A SCHOOL DISTRICT, AVTS OR CHARTER SCHOOL, INCLUDING A CYBER CHARTER SCHOOL, SHALL ALLOW A STUDENT TO TAKE A KEYSTONE EXAM PRIOR TO TAKING THE COURSE ASSOCIATED WITH THE EXAM'S

CONTENT, PROVIDED THAT THE STUDENT ACHIEVED A SCORE OF ADVANCED ON THE MOST RECENT ASSOCIATED PSSA ASSESSMENT ADMINISTERED TO THE STUDENT.

(II) A SCHOOL DISTRICT, AVTS OR CHARTER SCHOOL, INCLUDING A CYBER CHARTER SCHOOL, SHALL ALLOW A STUDENT WHO TRANSFERS FROM ANOTHER STATE TO TAKE A KEYSTONE EXAM PRIOR TO TAKING THE COURSE ASSOCIATED WITH THE EXAM'S CONTENT, PROVIDED THAT THE STUDENT ACHIEVED A SCORE COMPARABLE TO THE PSSA'S ADVANCED PERFORMANCE LEVEL ON A COMPARABLE ASSESSMENT ADMINISTERED BY ANOTHER STATE.

(III) A SCHOOL DISTRICT, AVTS OR CHARTER SCHOOL, INCLUDING A CYBER CHARTER SCHOOL, MAY ALLOW A STUDENT WHO SCORES AT THE ADVANCED LEVEL ON A PARTICULAR KEYSTONE EXAM PRIOR TO TAKING THE COURSE TO BE GRANTED COURSE CREDIT FOR THE COURSE WITHOUT HAVING TO COMPLETE THE COURSE.

(B) Locally approved and administered[, independently validated] assessments, which shall be independently and objectively validated once every 6 years [in conjunction with submission of the school district's strategic plan, as provided in § 4.13]. Local assessments may be designed to include a variety of assessment strategies listed in ~~§ 4.52(e)~~ § 4.52(C) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

(I) Alignment with the following State academic standards: **[Reading, Writing] English Language Arts** (Literature ~~and Composition~~); Mathematics (Algebra I), Science and Technology, ~~and~~ Environment and Ecology (Biology), **AND CIVICS AND GOVERNMENT.**

(II) Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

(III) Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection ~~(e)~~ **(G)**, regarding special education students, or gifted individualized education plan as provided in § 16.32 (relating to GIEP).

(IV) Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district **[or], AVTS [(including a charter school)] or charter school, including a cyber charter school,** and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid **[for the balance of the strategic plan period until either a new or mid-point update to the strategic plan] until a new validation** is due to the Department.

(V) The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the local assessment validation advisory committee as provided in ~~§ 4.52(g)~~ **§ 4.52(F).**

(VI) School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district **[or], AVTS [(including a charter school)] or charter school, including a**

cyber charter school, uses a local assessment that has not been independently validated, the Secretary will direct the ~~district~~ SCHOOL ENTITY to discontinue its use until the local assessment is approved through independent validation by an approved entity.

(C) [Advanced placement or international baccalaureate exams include] Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam. [Successful completion of an advanced placement course and test may be used for one or more of the courses required for graduation without the student being required to take the related Keystone Exam. Successful completion of an international baccalaureate program and tests may be used for one or more of the courses required for graduation without the student being required to take the related Keystone Exam or local assessment.

(c) *Requirements beginning in the 2016-2017 school year.* Effective with the 2016-2017 school year, History and Civics and Government (Appendix C) are added to the academic standards listed in subsection (b)(1)(iv) regarding requirements beginning in the 2014-2015 school year. Requirements listed in subsection (b)(1)(iv)(A) must include a determination of proficiency in both English Composition and Literature; two of three Mathematics (Algebra I, Geometry, Algebra II), one of two Sciences (Biology or Chemistry), and one of three Social Studies (American History, Civics and Government or World History).

(d) *Strategic plan.* Each school district, including a charter school, shall describe in its strategic plan under § 4.13 how its planned instruction is designed to prepare students to meet the requirements of subsections (a) and (b).]

(d) Requirements beginning in the 2018-2019 school year. Effective with the 2018-2019 school year, requirements in subsection (c)(1)(iii) must include a determination of proficiency in English Language Arts (Composition) (Appendix A-1 2).

(e) Requirements beginning in the 2019-2020 school year. Effective with the 2019-2020 school year, Civics and Government (Appendix C) is added to the academic standards in subsection (c)(1)(iii). The requirements in subsection (c)(1)(iii) must include a determination of proficiency in Civics and Government.

(F) A STUDENT ENROLLED IN A DEPARTMENT-APPROVED CAREER AND TECHNICAL EDUCATION PROGRAM MAY SATISFY THE REQUIREMENTS OF SUBSECTIONS (D) AND (E) UPON COMPLETION OF SECONDARY LEVEL COURSEWORK IN ENGLISH LANGUAGE ARTS (LITERATURE), ALGEBRA I AND BIOLOGY, IN WHICH A STUDENT DEMONSTRATES PROFICIENCY ON THE ASSOCIATED KEYSTONE EXAM, VALIDATED LOCAL ASSESSMENT OR PROJECT-BASED ASSESSMENT, AND ACHIEVES A SCORE OF COMPETENT OR ADVANCED ON A PENNSYLVANIA STATE SKILLS ASSESSMENT REQUIRED BY § 4.31(A) (RELATING TO VOCATIONAL-TECHNICAL EDUCATION).

[(e)] ~~(f)~~ (G) *Special education students.* Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team

under the Individuals with Disabilities Education Act and this part shall be granted and issued a regular high school diploma by the school district of residence, **CHARTER SCHOOL (INCLUDING CYBER CHARTER SCHOOL) OR AVTS, IF APPLICABLE.** This subsection applies if the special education program of a child with a disability does not otherwise meet the requirements of this chapter.

[f] ~~(g)~~ **(H) *Demonstration of proficiency.*** For purposes of this section, **[students] a student** shall be deemed proficient in the State-assessed standards whenever **[they demonstrate] the student demonstrates** proficiency through any of the options in subsection **[(b)(1)(iv)] (c)(1)(iii)**, regardless of the student's grade level or age.

[g] ~~(h)~~ **(I) *Transcripts.*** Beginning in the 2003-2004 school year, **AND THROUGH THE 2012-2013 SCHOOL YEAR**, PSSA scores in each assessed discipline, ~~and beginning~~ **SHALL BE INCLUDED ON STUDENT TRANSCRIPTS. BEGINNING** in the **[2014-2015] 2016-2017** school year, ~~the performance level demonstrated on each Keystone Exam or validated local assessment [scores]~~, **IN EACH OF THE ACADEMIC STANDARDS IN SUBSECTIONS (C), (D) AND (E)** shall be included on student transcripts ~~and may be released only with the permission of the student and parent or guardian, or the student only if the student is 18 years of age or older.~~ **THE INFORMATION PRESENTED ON A TRANSCRIPT SHALL INCLUDE THE HIGHEST PERFORMANCE LEVEL DEMONSTRATED BY A STUDENT ON THE ASSOCIATED KEYSTONE EXAM, VALIDATED LOCAL ASSESSMENT OR PROJECT-BASED ASSESSMENT AT THE TIME THE TRANSCRIPT IS PRODUCED.**

~~[(h)]~~ ~~(j)~~ (J) *Release of scores.* This section does not allow for the release of individual student PSSA or Keystone Exam scores to the Department or other Commonwealth entities in accordance with ~~§ 4.51(e)~~ § 4.51(F) AND (G).

~~[(i)]~~ ~~(j)~~ (K) *Supplemental instruction.* Beginning in the 2011-2012 school year, a student who does not demonstrate proficiency ~~[in any of the ten courses]~~ on a Keystone Exam or a locally validated ~~[assessments]~~ assessment specified in ~~[subsections (b) and]~~ subsection (c), (d) or (e) shall be offered supplemental instructional support by the student's school ~~[entity] district, AVTS or charter school, including a cyber charter school.~~ The supplemental instructional support must **BE CONSISTENT WITH THE STUDENT'S EDUCATIONAL PROGRAM AND** assist the student to attain proficiency in the State academic standards.

~~[(j)]~~ ~~(k)~~ *Waivers.* ~~The Secretary may waive one or more provisions of this section on a case-by-case basis for good cause. Waivers will be based upon receipt of a written request from the chief school administrator. Waivers may be granted to accommodate [students who experience] a student who experiences extenuating circumstances (including serious illness, death in immediate family, family emergency[,], or frequent transfers in schools[,], or transfer from an out-of-State school in 12th grade).~~

~~(l)~~ *Out-of-state transfers.* **A SCHOOL DISTRICT, AVTS OR CHARTER SCHOOL, INCLUDING A CYBER CHARTER SCHOOL, SHALL DETERMINE WHETHER A student who transfers from an out-of-State school having demonstrated proficiency on an IN COURSEWORK AND assessment ASSESSMENTS congruent with ALIGNED WITH the academic standards assessed by each Keystone Exam may satisfy the**

requirements of subsections (c), (d) and (e) subject to guidelines GUIDANCE developed by the Secretary. The guidelines will be submitted for approval or disapproval by the Board.

[(k)] (m) *Transition.* To effect successful transition between requirements outlined in subsections (a) and (b) AND (C) regarding requirements through the [2013-2014] 2015-2016 school year and requirements beginning in the [2014-2015] 2016-2017 school year, [students] subsection (d) regarding requirements beginning in the 2018-2019 school year and subsection (e) regarding requirements beginning in the 2019-2020 school year, a student who will graduate in the [2014-2015] 2016-2017 school year or thereafter, who successfully [complete] completes courses with academic content assessed under subsection (c), (d) or (e), regarding [requirements beginning in the 2014-2015 school year, and] requirements beginning in the 2016-2017 school year, 2018-19 school year and 2019-2020 school year for which **BOTH THE** Keystone Exams ~~or~~ **AND** local validated assessments were not available at the time the course was completed, shall be deemed proficient for purposes of this section.

VOCATIONAL-TECHNICAL EDUCATION

§ 4.31. Vocational-technical education.

(a) Vocational-technical education courses shall be developed in the planned instruction format and be accessible to all high school students attending those grades in which vocational-technical education courses are offered. All students and their parents or guardians shall be informed of the students' rights to participate in vocational-technical education programs and courses and that students with disabilities enrolled in the programs are entitled to services under Chapter 14 (relating to special education services and programs). Students who complete

approved vocational-technical education programs shall have their occupational competency assessed by completion of the appropriate assessment under the Pennsylvania Skills Certificate Program or by completion of another occupational competency assessment approved by the Department. A student with a disability shall be provided appropriate accommodations when provided for in the student's individualized education program. Students shall also demonstrate proficiency in meeting academic standards as required under [§ 4.24(a)] § 4.24 (relating to high school graduation requirements), including § 4.12(f) (relating to academic standards) and [§ 4.24(e)] § 4.24(f) § 4.24(G) for students with disabilities with an individualized education program.

(b) Vocational-technical education courses may be taught at AVTSs or other high schools.

(c) Vocational-technical education programs must consist of a series of planned academic and vocational-technical education courses that are articulated with one another so that knowledge and skills are taught in a systematic manner. When appropriate, vocational-technical education programs must adopt, in program areas for which they are available, industry recognized skills standards and may also include cooperative vocational-technical education and participation in vocational student organizations to develop leadership skills.

(d) Vocational-technical education courses must include content based upon occupational analysis, clearly stated performance objectives deemed critical to successful employment and assessment of student competencies based upon performance standards. **[In listing planned instruction in its strategic plan under § 4.13 (relating to strategic plans), a school district or AVTS shall indicate which courses meet the requirements of this section.]**

§ 4.33. Advisory committees.

(a) A school district or AVTS administering or planning to administer vocational-technical education programs shall appoint a local advisory committee. Membership on the committee shall consist of business and industry representatives, public sector employers, agriculture, labor organizations, community organizations, postsecondary education institutions and the general public. The appointed advisory committee shall meet at least once each year and give advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, **[strategic plans,]** course offerings, support services, safety requirements and the skill needs of employers. An advisory committee may serve multiple institutions where employment areas overlap.

(b) An administrative committee, composed of chief school administrators representing participating school districts, shall be included in the organization of each AVTS. The committee shall **[play an integral part in the development of the AVTS strategic plan under § 4.13 (relating to strategic plans) and]** advise the AVTS board and the administration concerning the educational program and policies of the school.

ASSESSMENT

§ 4.51. State assessment system.

(a) The State assessment system shall be designed to serve the following purposes:

(1) Provide students, parents, educators and citizens with an understanding of student and school performance consistent with the No Child Left Behind Act of 2001 (Pub. L. No. 107-110, 115 Stat. 1425).

(2) Determine the degree to which school programs enable students to attain proficiency of academic standards under § 4.12 (relating to academic standards).

(3) **[Provide results to school entities for consideration in the development of strategic plans under § 4.13 (relating to strategic plans).**

(4) Provide information to State policymakers, including the General Assembly and the Board, on how effective schools are in promoting and demonstrating student proficiency of academic standards.

[(5)] (4) Provide information to the general public on school performance.

[(6)] (5) Provide results to school entities based upon the aggregate performance of all students, for students with an Individualized Education Program (IEP) and for those without an IEP.

(6) ASSESS STUDENT PROFICIENCY IN THE ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS (APPENDIX A-2), MATHEMATICS (APPENDIX A-2), SCIENCE AND TECHNOLOGY AND ENVIRONMENT AND ECOLOGY (APPENDIX B), AND CIVICS AND GOVERNMENT (APPENDIX C) FOR THE PURPOSE OF DETERMINING, IN PART, A STUDENT'S ELIGIBILITY FOR HIGH SCHOOL GRADUATION.

(B) THE STATE ASSESSMENT SYSTEM SHALL INCLUDE PSSA ASSESSMENTS AND KEYSTONE EXAMS.

(C) NEITHER STATE ASSESSMENTS NOR ACADEMIC STANDARDS UNDER § 4.12 MAY REQUIRE STUDENTS TO HOLD OR EXPRESS PARTICULAR ATTITUDES, VALUES OR BELIEFS.

(D) THE DEPARTMENT SHALL MAKE SAMPLES OF STATE ASSESSMENT QUESTIONS, ASSESSMENT FORMATS AND SCORING GUIDES AVAILABLE TO THE PUBLIC AFTER EACH ADMINISTRATION OF STATE ASSESSMENTS.

(E) TO ENSURE THAT INFORMATION REGARDING STUDENT PERFORMANCE IS AVAILABLE TO PARENTS AND TEACHERS, STATE ASSESSMENTS DEVELOPED UNDER THIS SECTION MUST INCLUDE STUDENT NAMES.

(F) INDIVIDUAL ASSESSMENT RESULTS SHALL BE USED IN PLANNING INSTRUCTION ONLY BY PARENTS, TEACHERS, ADMINISTRATORS AND GUIDANCE COUNSELORS WITH A NEED TO KNOW BASED UPON LOCAL BOARD POLICY ON TESTING AND IN REPORTING ACADEMIC PROGRESS.

(G) THE DEPARTMENT AND OTHER COMMONWEALTH ENTITIES ARE PROHIBITED FROM COLLECTING INDIVIDUAL STUDENT TEST SCORES AND MAY COLLECT ONLY AGGREGATE TEST SCORES BY SCHOOL AND DISTRICT.

(H) THE BOARD WILL AUTHORIZE THE EXPANSION OF THE STATE ASSESSMENT SYSTEM THROUGH A REVISION OF THIS CHAPTER.

(1) THE BOARD WILL NOT INCLUDE NATIONAL ASSESSMENTS AS PART OF THE STATE ASSESSMENT SYSTEM UNLESS, UPON CONSULTATION WITH TEACHERS, COUNSELORS AND PARENTS REPRESENTING STUDENTS WHO HAVE BEEN IDENTIFIED UNDER CHAPTER 14, THE BOARD DETERMINES THE ASSESSMENT IS AN APPROPRIATE MEANS OF ASSESSING THE ACADEMIC PROGRESS OF STUDENTS IDENTIFIED UNDER CHAPTER 14, OR UNLESS THE GENERAL ASSEMBLY AUTHORIZES THE USE OF A NATIONAL ASSESSMENT.

(2) SUBJECT TO PARAGRAPH (3), THE BOARD WILL NOT, AND THE DEPARTMENT SHALL NOT, BE A GOVERNING STATE IN ANY CONSORTIUM FOR THE DEVELOPMENT OF A NATIONAL ASSESSMENT FOR THE PURPOSE OF UTILIZATION AS PART OF THE STATE ASSESSMENT SYSTEM.

(3) THE DEPARTMENT MAY CONTINUE TO PARTICIPATE IN A CONSORTIUM TO DEVELOP AN ALTERNATE ASSESSMENT TO MEASURE THE ACADEMIC PROGRESS OF STUDENTS IDENTIFIED UNDER CHAPTER 14.

(I) THE DEPARTMENT SHALL IMPLEMENT PROVISIONS FOR SECURITY OF THE STATE ASSESSMENT SYSTEM, INCLUDING THE FOLLOWING:

(1) ACTION BY A PROFESSIONAL EMPLOYEE OR COMMISSIONED OFFICER THAT IS WILLFULLY DESIGNED TO DIVULGE TEST QUESTIONS, FALSIFY STUDENT SCORES OR IN SOME OTHER FASHION COMPROMISE THE

INTEGRITY OF THE STATE ASSESSMENT SYSTEM AS DETERMINED BY THE SCHOOL DISTRICT, AVTS OR CHARTER SCHOOL, INCLUDING A CYBER CHARTER SCHOOL, SHALL BE SUBJECT TO DISCIPLINARY ACTION UNDER THE PROFESSIONAL EDUCATOR DISCIPLINE ACT (24 P.S. §§ 2070.1A—2070.18A).

(2) CHEATING BY STUDENTS OR EMPLOYEES OTHER THAN THOSE COVERED IN PARAGRAPH (1) SHALL BE SUBJECT TO DISCIPLINARY ACTION BY THE SCHOOL DISTRICT, AVTS OR CHARTER SCHOOL, INCLUDING A CYBER CHARTER SCHOOL.

(3) CHEATING OR BREACHES OF ASSESSMENT SECURITY SHALL BE REPORTED TO THE SECRETARY AS SOON AS DETECTED.

(J) THE SECRETARY IS AUTHORIZED TO ESTABLISH GUIDELINES FOR THE ADMINISTRATION OF THE STATE ASSESSMENT SYSTEM.

(K) THE SECRETARY SHALL REPORT EACH SEPTEMBER TO THE BOARD AND THE GENERAL ASSEMBLY INFORMATION AND PERTINENT DATA RELATING TO THE STATE ASSESSMENT SYSTEM. THE SECRETARY ALSO SHALL PROVIDE EACH SCHOOL ENTITY INFORMATION AND PERTINENT DATA FOR THE SCHOOL ENTITY AND ITS STUDENTS.

(L) CHILDREN WITH DISABILITIES AND CHILDREN WITH LIMITED ENGLISH PROFICIENCY SHALL BE INCLUDED IN THE STATE ASSESSMENT SYSTEM AS REQUIRED BY FEDERAL LAW, WITH APPROPRIATE ACCOMMODATIONS WHERE NECESSARY. AS APPROPRIATE, THE

COMMONWEALTH WILL DEVELOP GUIDELINES FOR THE PARTICIPATION OF CHILDREN WITH DISABILITIES IN ALTERNATE ASSESSMENTS FOR THOSE CHILDREN WHO CANNOT PARTICIPATE IN THE PSSA OR KEYSTONE EXAMS AS DETERMINED BY EACH CHILD'S INDIVIDUALIZED EDUCATION PROGRAM TEAM UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT AND THIS PART.

§ 4.51A. PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT.

~~(b)~~ (A) All PSSA ~~instruments~~ ASSESSMENTS administered in [Reading, Writing and Mathematics in grades 5, 8 and 11] English Language Arts, Mathematics, and Science and Technology and Environment and Ecology will be standards-based and criterion referenced and include essay or open-ended response items in addition to other item formats. The proportion of type of items will vary by grade level. ~~Neither State assessments nor academic standards under § 4.12 may require students to hold or express particular attitudes, values or beliefs. The Department will make samples of assessment questions, instrument formats and scoring guides available to the public after each administration of State assessments.~~ The criteria for judging performance on State PSSA assessments are as follows:

(1) Performance on PSSA [reading] English Language Arts assessments shall be demonstrated by students' responses to comprehension questions about age-appropriate reading passages [and], by their written responses to in-depth comprehension questions about the passages and by the quality of their written compositions on a variety of topics and modes of writing.

(2) Performance on PSSA mathematics assessments shall be demonstrated by students' responses to questions about grade-appropriate content and by the quality of their responses to questions that require a written solution to a problem.

(3) **[Performance on PSSA writing assessments shall be demonstrated by the quality of students' written compositions on a variety of topics and modes of writing.]**

(4) Performance on PSSA science assessments shall be demonstrated by students' responses to grade appropriate content and by the quality of their responses to questions that demonstrate knowledge of each category of the standards for science and technology and environment and ecology.

[(5) (4) Levels of proficiency PERFORMANCE LEVELS shall be advanced, proficient, basic and below basic. In consultation with educators, students, parents and citizens, the Department will develop and recommend to the Board for its approval specific criteria for advanced, proficient, basic and below basic levels of performance.]

(e) (B) The Department will develop or cause to be developed PSSA assessments based on [academic standards in Mathematics, Reading, Writing and Science] Pennsylvania Common Core Standards in Mathematics and English Language Arts under § 4.12 and contained in Appendix A-12 and academic standards in Science and Technology and Environment and Ecology under § 4.12 and contained in Appendix B. In developing PSSA assessments, the Department will consult with educators, students, parents and citizens regarding the specific methods of assessment. ~~To ensure that information regarding student performance is available to parents and teachers, State assessments developed under this~~

~~section must include student names. Individual test results shall be used in planning instruction only by parents, teachers, administrators and guidance counselors with a need to know based upon local board policy on testing and in reporting academic progress. The Department [or] and other Commonwealth entities are prohibited from collecting individual student test scores, and may only collect aggregate test scores by school and district.~~

~~(d) (C) The State PSSA assessments shall be administered annually and include assessments of the State academic standards in Mathematics and [Reading] English Language Arts at grades 3 [~~—8 and 11; in Writing at grades 5, 8 and 11;~~ through 8, and in Science and Technology and Environment and Ecology at grades 4[, 8 and 11] and 8. Additional state assessments shall be administered annually in accordance with subsection (e).~~

~~(e) [Students not achieving at the proficient level in the administration of State assessments in grade 11 shall be provided one additional opportunity in grade 12 to demonstrate a proficient level on the PSSA assessments.]~~

§ 4.51B. KEYSTONE EXAMS.

~~[(f) (A) The Department will develop or cause to be developed Keystone Exams as follows:~~

~~(1) Three assessments aligned with the Mathematics standards, contained in Appendix A-42, that assess the academic content traditionally included in Algebra I, Algebra II and Geometry courses.~~

(2) Two assessments aligned with select **[Reading, Writing, Speaking and Listening]** English Language Arts standards, contained in Appendix A-12 that assess academic content traditionally included in high school literature and composition courses.

(3) Three assessments aligned with select History and Civics and Government standards, contained in Appendix C, that assess content traditionally included in high school level American History, World History and Civics and Government courses.

(4) Two assessments aligned with select standards for Science and Technology and Environment and Ecology, contained in Appendix B, that assess academic content traditionally included in high school level Biology and Chemistry courses.

~~(5) (B) [If a] Keystone [Exam is offered as a graduation requirement, it] Exams shall be offered at least 3 times each year: once each in the fall, spring and summer. **Keystone Exams shall be administered, reviewed and scored so that the scores for candidates for graduation are provided to schools no later than 10 calendar days prior to graduation. A school district [or], AVTS [(including a cyber charter school)] or charter school, including a cyber charter school, may request that the Department approve alternative test administration and scoring time frames. The Department will publish guidelines and procedures for approving alternative test administration and scoring time frames on its web site. The guidelines will provide for approval of all requests unless the approval is contrary to standards of test validity and scoring.**~~

(C) KEYSTONE EXAMS SHALL BE ADMINISTERED, REVIEWED AND SCORED SO THAT SCORES FOR CANDIDATES FOR GRADUATION ARE

PROVIDED TO SCHOOLS NO LATER THAN 10 CALENDAR DAYS PRIOR TO GRADUATION. A SCHOOL DISTRICT, AVTS OR CHARTER SCHOOL, INCLUDING A CYBER CHARTER SCHOOL, MAY REQUEST THE DEPARTMENT TO APPROVE ALTERNATIVE TEST ADMINISTRATION AND SCORING TIME FRAMES. THE DEPARTMENT SHALL PUBLISH GUIDELINES AND PROCEDURES FOR APPROVING ALTERNATIVE TEST ADMINISTRATION AND SCORING TIME FRAMES ON ITS WEB SITE. THE GUIDELINES SHALL PROVIDE FOR APPROVAL OF ALL REQUESTS UNLESS THE APPROVAL IS CONTRARY TO STANDARDS OF TEST VALIDITY AND SCORING.

~~(6)~~ (D) [Students] A student shall be permitted to retake any Keystone Exam, or Keystone Exam module, in which the student did not score proficient or above at the next available testing date, so long as the student has participated in a satisfactory manner in supplemental instruction as provided under § 4.24(j) (relating to high school graduation requirements) § 4.24(K) (RELATING TO SUPPLEMENTAL INSTRUCTION) and paragraph (8) SUBSECTION (F). THERE IS NO LIMIT ON THE NUMBER OF TIMES A STUDENT WHO DID NOT SCORE PROFICIENT ON A KEYSTONE EXAM SHALL BE PERMITTED TO RETAKE THE KEYSTONE EXAM OR KEYSTONE EXAM MODULE. A STUDENT WHO HAS ACHIEVED A SCORE OF PROFICIENT OR ADVANCED ON A KEYSTONE SHALL NOT BE PERMITTED TO RETAKE THE EXAM.

~~(7)~~ (E) Each Keystone Exam will be designed in modules that reflect distinct, related academic content that is common to the traditional progression of coursework to allow students

who do not score proficient or above to retake those portions of the test in which they did not score proficient or above.

~~(8)~~ [Keystone Exams shall be scored on a 100-point scale. When used to determine proficiency to meet high school graduation requirements, a Keystone Exam shall count for one-third of the final course grade. A Keystone Exam may be counted for more than one-third of the final course grade at the sole election of the school district or AVTS (including a charter school). A student must score advanced, proficient or basic on a Keystone Exam to receive points from the exam toward a final course grade.]

(F) A student taking Keystone Exams, or Keystone Exam modules, who did not score proficient on a Keystone Exam, or Keystone Exam module, shall be provided supplemental instruction CONSISTENT WITH THE STUDENT'S EDUCATIONAL PROGRAM by the student's school district, AVTS or charter school, including a cyber charter school, until the student can demonstrate proficiency in the subject area or the student begins a project-based assessment provided in subsection (m) § 4.51C (RELATING TO PROJECT-BASED ASSESSMENT).

~~(9)~~ (G) ~~Levels of proficiency on~~ PERFORMANCE LEVELS FOR Keystone Exams shall be set at the advanced, proficient, basic and below basic levels. In consultation with the Performance Level Advisory Committee, the Department will develop and recommend to the Board for its approval, performance level descriptors and performance level cut scores for the Keystone Exams and any alternative assessments developed to assess students with disabilities as permitted by the No Child Left Behind Act of 2001 (Pub. L. No. 107-110, 115 Stat. 1425). The Department will use widely-accepted psychometric procedures to establish the cut scores. Cut

scores shall be presented at a public meeting of the Board for its review at least 2 weeks prior to scheduled Board action on the cut scores.

~~(10)~~ (H) The Department will provide guidance to school [entities] districts, AVTSs and charter schools, including cyber charter schools, as to the appropriate accommodations school entities shall provide to students with disabilities, students who are gifted and English language learners, when appropriate.

~~(11)~~ [Keystone Exams in the following subjects will be developed by the Department and will be made available for voluntary use by school districts and AVTSs (including charter schools) in accordance with the following schedule:

School Year 2010-11 Algebra I

	Literature
	Biology
Fall 2011	English Composition
	Algebra II
Fall 2012	Geometry
	United States History
Fall 2016	Chemistry
	Civics and Government
	World History]

(I) Beginning in the 2012-2013 school year, Keystone Exams in the following subjects will be developed by the Department and made available for use by school districts, AVTSs and charter schools, including cyber charter schools, for the purpose of assessing high school graduation requirements in § 4.24(c)(1)(iii):

Algebra I

Literature

Biology

(12) (J) Subject to funding appropriated by the General Assembly for development of the exams and related project-based assessments and validation of related local assessments, Keystone Exams in the following subjects will be developed by the Department and made available for use by school districts, AVTSs and charter schools, including cyber charter schools, for the purpose of assessing high school graduation requirements in § 4.24(c)(1)(iii) in accordance with the following schedule:

School Year 2015-2016

English Composition

School Year 2016-2017

Civics and Government

(i) (1) During the 2014-2015 school year, school districts, AVTSs and charter schools, including cyber charter schools, shall administer the Keystone Exam in English Composition for the purpose of gathering data to set performance level cut scores for the exam.

(iii) (2) During the 2015-2016 school year, school districts, AVTSs and charter schools, including cyber charter schools, shall administer the Keystone Exam in Civics and Government for the purpose of gathering data to set performance level cut scores for the exam.

(13) (K) Subject to funding appropriated by the General Assembly for development of the exams, Keystone Exams in the following subjects shall be developed by the Department and shall be made available for voluntary use by school districts, AVTSs and charter schools, including cyber charter schools, in accordance with the following schedule:

<u>School Year 2016-2017</u>	<u>Geometry</u>
<u>School Year 2017-2018</u>	<u>U.S. History</u>
<u>School Year 2018-2019</u>	<u>Algebra II</u>
<u>School Year 2019-2020</u>	<u>Chemistry</u>
<u>School Year 2020-2021</u>	<u>World History</u>

[(12)] ~~(14)~~ (L) The Department will seek to have the Keystone [Exam system] Exams approved as the high school level single accountability system under the No Child Left Behind Act of 2001. Upon approval by the United States Department of Education, the Algebra I and Literature exams will be used to determine adequate yearly progress at the high school level. The Biology Keystone Exam will be used as the high school level science assessment, which is not a factor in determining adequate yearly progress. If the Keystone [Exam system receives] Exams receive approval as the high school level accountability measure, school districts [and],

AVTSs [(including charter schools)] and charter schools, including cyber charter schools, shall administer the Literature, Algebra I and Biology exams as end-of-course tests in the grade level in which students complete the relevant coursework.

[(13)] ~~(15)~~ (M) The 11th grade PSSA exams in Reading, Writing, Math and Science shall be discontinued upon implementation of the Keystone Exams as the approved assessment system under section 1111(b)(2)(C) of the No Child Left Behind Act of 2001 (20 U.S.C.A. § 6311(b)(2)(C)).

[(g)] ~~(f)~~ ~~The Board will authorize the expansion of the State assessment system through a revision of this chapter.~~

[(h)] ~~(g)~~ ~~The Department will implement provisions for security of the State assessment system, including the following provisions:~~

~~(1) Action by a professional employee or commissioned officer that is willfully designed to divulge test questions, falsify student scores or in some other fashion compromise the integrity of the State assessment system as determined by the school entity shall be subject to disciplinary action under the Professional Educator Discipline Act (24 P.S. §§ 2070.1a—2070.18a).~~

~~(2) Cheating by students or employees other than those covered in paragraph (1) shall be subject to disciplinary action by the school district.~~

~~(3) Cheating or breaches of assessment security shall be reported to the Secretary as soon as detected.~~

~~[(i)] (h) The Secretary has the authority to establish guidelines for the administration of the State assessment system.~~

~~[(j)] (i) The Secretary will report each September to the Board and the General Assembly information and pertinent data relating to the State assessment system. The Secretary will also provide each school entity information and pertinent data for the school entity and its students.~~

~~[(k)] (j) Children with disabilities and children with limited English proficiency shall be included in the State assessment system as required by Federal law, with appropriate accommodations, when necessary. As appropriate, the Commonwealth will develop guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in the State assessment as determined by each child's Individualized Education Program team under the Individuals with Disabilities Education Act and this part.~~

~~[(l)] (k) The Department will establish a State Assessment Validation Advisory Committee (Committee). The Committee shall advise the Department on its plans to conduct the validity study and review and provide feedback on its findings. The Department and the Committee will investigate the use of a certificate based on industry approved standards and performance on a NOCTI exam as an alternative pathway to graduation and will make a report and recommendation to the Board by January 10, 2011.~~

~~[(m)] (l) (N) At least once every 5 years, the Department will contract with a qualified, independent research organization to perform a validity study of the Keystone Exams using~~

generally accepted education research Standards. These studies will determine, at a minimum, the degree to which the Keystone Exams and performance level cut scores are valid for the purposes for which they are used; aligned with State academic standards; aligned with performance levels of other states; internationally benchmarked; and predict college and career success. In addition, all Keystone Exams, performance level descriptors and cut scores will be subject to the best available forms of content, criterion and consequential validation.

(O) THE DEPARTMENT WILL ESTABLISH A STATE ASSESSMENT VALIDATION ADVISORY COMMITTEE. THE COMMITTEE SHALL ADVISE THE DEPARTMENT ON ITS PLANS TO CONDUCT THE VALIDITY STUDY AND REVIEW AND PROVIDE FEEDBACK ON ITS FINDINGS.

(P) THE DEPARTMENT AND THE STATE ASSESSMENT VALIDATION ADVISORY COMMITTEE WILL INVESTIGATE THE USE OF A CERTIFICATE BASED ON INDUSTRY APPROVED STANDARDS AND PERFORMANCE ON A NOCTI EXAM AS AN ALTERNATIVE PATHWAY TO GRADUATION AND WILL MAKE A REPORT AND RECOMMENDATION TO THE BOARD BY JANUARY 10, 2011.

§ 4.51C. PROJECT-BASED ASSESSMENT.

[(n) If a student is unable to meet the requirements in § 4.24(b)(1)(iv)(A) (relating to high school graduation requirements), the student may supplement a Keystone Exam score through satisfactory completion of a project-based assessment as provided in subsection (o). Points earned through satisfactory performance on one or more project modules

related to the Keystone Exam module or modules on which the student scored below proficient shall be added to the student's highest Keystone Exam score. The total shall count as one-third of a student's final course grade, as provided in subsection (f)(8).

~~(o)~~ ~~(m)~~ (A) The Department will develop a project-based assessment system that is aligned with the modules for ~~each~~ [of the ten] THE Keystone {Exams} Exam IN LITERATURE, ALGEBRA I, BIOLOGY, COMPOSITION, AND CIVICS AND GOVERNMENT, for students who are unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module, OR IF § 4.4(D)(4) APPLIES.

~~(1)~~ (B) The project-based assessment system shall be administered by schools and scored by [regional] Statewide panels composed of teachers, principals and curriculum specialists assembled by the Department. The [regional] Statewide review panels shall score student projects according to scoring protocols and rubrics developed by the Department.

~~(2)~~ (C) [Students] A student in grade 12 who has not demonstrated proficiency on a Keystone Exam or Keystone Exam module may qualify to participate in one or more project-based assessments if the student has met all of the following conditions:

~~(1)~~ ~~(1)~~ Has taken the course.

~~(2)~~ Was unsuccessful in achieving a score of proficient on the Keystone Exam after at least two attempts.

(3) ~~(ii)~~ (2) Has met the attendance requirements of the school [district's attendance requirements for the course] district, AVTS or charter school, including a cyber charter school.

~~[(4) ~~(iii)~~ (3)~~ Has participated in a satisfactory manner in supplemental instructional services **CONSISTENT WITH THE STUDENT'S EDUCATIONAL PROGRAM** [under § 4.24(i)] provided by the school district, AVTS or charter school, including a cyber charter school, as provided under § 4.24(i) §§ 4.24(K) and subsection (e)(8) 4.51B(F).

~~(3) (D)~~ A student below grade 12 who has not demonstrated proficiency on a Keystone Exam or Keystone Exam module after at least two attempts on the exam OR MODULE may qualify to participate in one or more project-based assessments if the student has met all of the following conditions:

~~(i)~~ (1) Has taken the course.

~~(ii)~~ (2) Has met the attendance requirements of the school district, AVTS or charter school, including a cyber charter school.

~~(iii)~~ (3) Has participated in a satisfactory manner in supplemental instructional services **CONSISTENT WITH THE STUDENT'S EDUCATIONAL PROGRAM** provided by the school district, AVTS, or charter school, including a cyber charter school, as provided under § 4.24(i) §§ 4.24(K) and subsection (e)(8) 4.51B(F), for at least 2 school years or the equivalent amount of time for schools that operate on a block schedule.

(E) A STUDENT TO WHOM § 4.4(D)(4) APPLIES MAY QUALIFY TO PARTICIPATE IN ONE OR MORE PROJECT-BASED ASSESSMENTS IF THE STUDENT HAS MET ALL OF THE FOLLOWING CONDITIONS:

(1) HAS TAKEN THE COURSE.

(2) HAS MET THE ATTENDANCE REQUIREMENTS OF THE SCHOOL DISTRICT, AVTS OR CHARTER SCHOOL, INCLUDING A CYBER CHARTER SCHOOL.

~~4~~ (F) Successful completion of a project-based assessment aligned to the Keystone Exam or Keystone Exam module on which a student did not demonstrate proficiency shall satisfy the requirements THAT STUDENTS ACHIEVE PROFICIENCY ON THE KEYSTONE EXAMS in § 4.24.

(G) A STUDENT ENROLLED IN A DEPARTMENT-APPROVED CAREER AND TECHNICAL EDUCATION PROGRAM WHO HAS NOT DEMONSTRATED PROFICIENCY ON A KEYSTONE EXAM OR KEYSTONE EXAM MODULE IN BIOLOGY MAY QUALIFY TO PARTICIPATE IN A PROJECT-BASED ASSESSMENT IN BIOLOGY IF THE STUDENT HAS MET ALL OF THE FOLLOWING CONDITIONS:

(1) HAS TAKEN THE COURSE.

(2) HAS MET THE ATTENDANCE REQUIREMENTS OF THE SCHOOL DISTRICT, AVTS OR CHARTER SCHOOL, INCLUDING A CYBER CHARTER SCHOOL.

§ 4.51D. WAIVERS.

~~(n) The Secretary~~ A CHIEF SCHOOL ADMINISTRATOR, IN HIS OR HER SOLE DISCRETION, may waive the requirements in § 4.24 (RELATING TO HIGH SCHOOL GRADUATION REQUIREMENTS) on a case-by-case basis for good cause. WAIVERS MAY BE GRANTED for a student in grade 12 who was not successful in completing a project-based assessment as provided in subsection (m) § 4.51C (RELATING TO PROJECT-BASED ASSESSMENT), OR TO ACCOMMODATE A STUDENT WHO EXPERIENCES EXTENUATING CIRCUMSTANCES (INCLUDING SERIOUS ILLNESS, DEATH IN IMMEDIATE FAMILY, FAMILY EMERGENCY, FREQUENT TRANSFERS IN SCHOOLS OR TRANSFER FROM AN OUT-OF-STATE SCHOOL IN GRADE 12).

~~(1) Emergency waivers will be based upon receipt of a written request from the chief school administrator. The Secretary will invite and consider justifications from the chief school administrator for granting an emergency waiver. At a minimum,~~ PRIOR TO GRANTING A WAIVER, A CHIEF SCHOOL ADMINISTRATOR MUST the waiver request shall certify that the student meets the following criteria:

(i) Has met the local requirements of the school district, AVTS or charter school, including a cyber charter school, for graduation, except for demonstration of proficiency of the requirements in § 4.24(c)(1)(iii)(A) for which the waiver is being requested.

(ii) Has not demonstrated proficiency on a Keystone Exam or Keystone Exam module.

(iii) IF THE STUDENT IS REQUIRED TO PARTICIPATE IN SUPPLEMENTAL INSTRUCTION UNDER §§ 4.24(K) AND 4.51B(F) (RELATING TO KEYSTONE EXAMS), ~~Has~~ HAS participated in a satisfactory manner in supplemental instructional services CONSISTENT WITH THE STUDENT'S EDUCATIONAL PROGRAM provided by the school district, AVTS or charter school, including a cyber charter school, as provided under § 4.24(j) and subsection (e)(8) of this section.

(iv) Has not successfully completed a project-based assessment aligned to the Keystone Exam or Keystone Exam module on which the student did not demonstrate proficiency.

~~(2) Emergency waiver requests shall be reviewed by the Department so that waiver determinations for candidates for graduation are provided to school districts, AVTSs or charter schools, including cyber charter schools, no later than 10 calendar days prior to graduation.~~

~~(3)~~ (2) If a chief school administrator, ~~requests emergency~~ IS CONSIDERING GRANTING waivers for more than 10% of students in the graduating class of a school district, AVTS or charter school, including a cyber charter school, BECAUSE THE

STUDENTS WERE NOT SUCCESSFUL IN COMPLETING A PROJECT-BASED ASSESSMENT AS PROVIDED IN § 4.51C, the chief school administrator shall submit an action plan for approval by the Secretary NO LATER THAN 10 CALENDAR DAYS PRIOR TO GRADUATION. The action plan must identify improvements the school district, AVTS or charter school, including a cyber charter school, will implement to each course associated with the Keystone Exam content for which the waivers were requested GRANTED.

~~(4)~~ (3) THE CHIEF SCHOOL ADMINISTRATOR OF EACH SCHOOL DISTRICT, AVTS AND CHARTER SCHOOL, INCLUDING A CYBER CHARTER SCHOOL, SHALL ANNUALLY REPORT TO THE DEPARTMENT THE NUMBER OF WAIVERS GRANTED TO STUDENTS IN THE MOST RECENT GRADUATING CLASS, AND THE The Department shall annually report to the Board the number of emergency waivers issued to GRANTED BY each school district, AVTS and charter school, including a cyber charter school.

(4) THE WAIVER PROCESS DESCRIBED IN THIS SECTION DOES NOT CONFER AN INDIVIDUAL RIGHT ON ANY STUDENT.

(5) THE DECISION OF A CHIEF SCHOOL ADMINISTRATOR CONCERNING A WAIVER REQUEST IS NOT AN ADJUDICATION.

(6) DISAPPROVAL OF THE ACTION PLAN REQUIRED BY PARAGRAPH (2) DOES NOT CONFER AN INDIVIDUAL RIGHT ON ANY STUDENT RELATIVE TO A WAIVER DETERMINATION MADE BY A CHIEF SCHOOL ADMINISTRATOR.

§ 4.52. Local assessment system.

(a) Each school entity shall design an assessment system to do the following:

(1) Determine the degree to which students are achieving academic standards under [§§] **§ 4.12 [and 4.13(c)(3)]** (relating to academic standards[; **and strategic plans**]). The school entity shall provide assistance to students not attaining academic standards at the proficient level or better [**and the assistance to be provided shall be indicated in the strategic plan under § 4.13**].

(2) Use assessment results to improve curriculum and instructional practices[,] **and** to guide instructional strategies [**and to develop future strategic plans under § 4.13**].

(3) Provide information requested by the Department regarding the achievement of academic standards, **but** which does not include student names, identification numbers or individually identifiable information.

(4) Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students, **but** which does not include student names, identification numbers or individually identifiable information.

(b) The local assessment system shall be **approved by the board of school directors, at minimum, once every 6 years and** implemented no later than 1 year after [**its strategic plan or revision is approved by the board of school directors under § 4.13**] **the approval date**.

(c) [**The local assessment system shall be described in the school entity's strategic plan under § 4.13(c)(5)**].

(d) The local assessment system shall be described in the district's (including a charter school's) or AVTS's strategic plan under § 4.13(c)(5), including industry certifications earned by vocational-technical students, Pennsylvania skill certificates earned by vocational technical education students, and projects completed by vocational-technical education students which demonstrate their occupational competency.

(e) The local assessment system shall be designed to include a variety of assessment strategies which may include the following:

- (1) Written work by students.
- (2) Scientific experiments conducted by students.
- (3) Works of art or musical, theatrical or dance performances by students.
- (4) Other demonstrations, performances, products or projects by students related to specific academic standards.
- (5) Examinations developed by teachers to assess specific academic standards.
- (6) Nationally-available achievement tests.
- (7) Diagnostic assessments.
- (8) Evaluations of portfolios of student work related to achievement of academic standards.
- (9) Other measures as appropriate, which may include standardized tests.

[(f)] (d) Individual test information shall be maintained in a student's educational record in a manner consistent with section 438 of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. § 1232g) and 34 CFR Part 99 (relating to family educational rights and privacy).

[(g)] (e) Children with disabilities shall be included in the local assessment system, with appropriate accommodations, when necessary. As appropriate, the school district, including a charter **[schools] school, INCLUDING A CYBER CHARTER SCHOOL,** or AVTS shall develop guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in the local assessment as determined by each child's Individualized Education Program team under the Individuals with Disabilities Education Act and this part.

[(h)] (f) The Department will establish a Local Assessment Validation Advisory Committee. The Committee will develop the criteria for the local validation process and criteria for selection of approved validation entities as provided in **[§ 4.24(b)(1)(iv)(B)] § 4.24(c)(1)(iii)(B)** (relating to high school graduation requirements). The Department, in consultation with the Committee, will establish a list of entities approved to perform independent validations of local assessments. The Committee will submit its recommendations for approval or disapproval to the Board. The Department will post the approved criteria, selection criteria and list of approved entities on its web site.

SCHOOL PROFILES

§ 4.61. School profiles.

(a) School profiles developed by the Secretary will include information as required under section 220 of the School Code (24 P.S. § 2-220).

(b) **[In compiling school profiles under this chapter, the Department will provide school entities interpretive information to assist in using the profiles for strategic planning under § 4.13 (relating to strategic plans).**

(c) The Secretary will prescribe procedures for reporting State assessment data to schools and communities.

[(d)] (c) The Secretary will make available to the public, and report to the public with the same frequency and in the same detail as for children who are nondisabled, all data as required under the Individuals with Disabilities Education Act.

Appendix A (Reserved)

Appendix A-1 (Reserved)

APPENDIX A-2.

PENNSYLVANIA CORE STANDARDS

FOR

ENGLISH LANGUAGE ARTS AND MATHEMATICS

MASTER TABLE OF CONTENTS

- I. Pennsylvania Core Standards for English Language Arts
Grades Pre K – 5**
- II. Pennsylvania Core Standards for English Language Arts
Grades 6 – 12**
- III. Pennsylvania Core Standards for Mathematics
Grades Pre K – High School**



Academic Standards for English Language Arts

*Grades Pre K-5
January 2013*



Pennsylvania Department of Education

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

INTRODUCTION

These standards describe what students should know and be able to do with the English language, prekindergarten through Grade 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

Five standard categories are designed to provide a Pre K–12 continuum to reflect the demands of a college- and career-ready graduate:

- Standard 1: Foundational Skills begin at prekindergarten and focus on early childhood, with some standards reflected through Grade 5. These foundational skills are a necessary and important component of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text, both literary and informational, across disciplines.
- Standard 2: Reading Informational Text enables students to read, understand, and respond to informational text.
- Standard 3: Reading Literature enables students to read, understand, and respond to works of literature.
- Standard 4: Writing develops the skills of informational, argumentative, and narrative writing, as well as the ability to engage in evidence-based analysis of text and research.
- Standard 5: Speaking and Listening focuses students on communication skills that enable critical listening and effective presentation of ideas.

With a focus on college and career readiness, the instructional shifts as reflected in Common Core are evident throughout the PA Core Standards:

- Balancing the reading of informational and literary texts so that students can access nonfiction and authentic texts, as well as literature
- Focusing on close and careful reading of text so that students are learning from the text
- Building a staircase of complexity (i.e., each grade level requires a “step” of growth on the “staircase”) so that students graduate college or career ready
- Supporting writing from sources (i.e., using evidence from text to inform or make an argument) so that students use evidence and respond to the ideas, events, facts, and arguments presented in the texts they read
- Stressing an academically focused vocabulary so that students can access more complex texts

The English Language Arts Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators, and community members become partners in learning. Each standard implies an end-of-year goal—with the understanding that exceeding the standard is an even more desirable end goal.

Note: The Aligned Eligible Content is displayed with the standard statement. On the Standard Aligned System portal, it is a live link.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

TABLE OF CONTENTS

***Foundational Skills (Pre K–5)*..... 1.1**
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.

- Book Handling
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

***Reading Informational Text*..... 1.2**
Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

***Reading Literature*..... 1.3**
Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

***Writing* 1.4**
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Informative/Explanatory
- Opinion/Argumentative
- Narrative
- Response to Literature
- Production and Distribution of Writing
- Technology and Publication
- Conducting Research
- Credibility, Reliability, and Validity of Sources
- Range of Writing

***Speaking and Listening*..... 1.5**
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Integration of Knowledge and Ideas
- Conventions of Standard English

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.1 Foundational Skills							
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Book Handling	CC.1.1.PK.A Practice appropriate book handling skills.	CC.1.1.K.A Utilize book handling skills.	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank
Print Concepts	CC.1.1.PK.B Identify basic features of print. <ul style="list-style-type: none"> • Differentiate between numbers and letters and letters and words. • Recognize and name some uppercase and lowercase letters of the alphabet. 	CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • Follow words left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all uppercase and lowercase letters of the alphabet. 	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. 	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.1 Foundational Skills							
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Phonological Awareness	CC.1.1.PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count syllables in spoken words. Segment single-syllable spoken words. Isolate and pronounce initial sounds. 	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. 	CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. 	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.1 Foundational Skills							
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Phonics and Word Recognition	CC.1.1.PK.D Develop beginning phonics and word skills. <ul style="list-style-type: none"> • Associate some letters with their names and sounds. • Identify familiar words and environmental print. 	CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondence. • Associate the long and short sounds with common spellings for the five major vowels. • Read grade-level high-frequency sight words with automaticity. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Identify common consonant digraphs, final-e, and common vowel teams. • Decode one- and two-syllable words with common patterns. • Read grade-level words with inflectional endings. • Read grade-appropriate irregularly spelled words. 	CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words. 	CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade-appropriate irregularly spelled words. 	CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 	CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

**PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5**

1.1 Foundational Skills							
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Fluency	Intentionally Blank	<p>CC.1.1.KE Read emergent-reader text with purpose and understanding.</p>	<p>CC.1.1.1.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>CC.1.1.2.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>CC.1.1.3.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>CC.1.1.4.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>CC.1.1.5.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key Ideas and Details Main Idea	CC.1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.	CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	CC.1.2.1.A Identify the main idea and retell key details of text.	CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.	CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. E03.B-K.1.1.2	CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. E04.B-K.1.1.2	CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. E05.B-K.1.1.2
Key Ideas and Details Text Analysis	CC.1.2.PK.B Answer questions about a text.	CC.1.2.K.B With prompting and support, answer questions about key details in a text.	CC.1.2.1.B Ask and answer questions about key details in a text.	CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. E03.B-K.1.1.1	CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. E04.B-K.1.1.1	CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.B-K.1.1.1
Key Ideas and Details Text Analysis	CC.1.2.PK.C With prompting and support, make connections between information in a text and personal experiences.	CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.	CC.1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text.	CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.	CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. E03.B-K.1.1.3	CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. E04.B-K.1.1.3	CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. E05.B-K.1.1.3

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Craft and Structure Point of View	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	CC.1.2.3.D Explain the point of view of the author. E03.B-C.2.1.1	CC.1.2.4.D Compare and contrast an event or topic told from two different points of view. E04.B-C.2.1.1	CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.B-C.2.1.1
Craft and Structure Text Structure	CC.1.2.PK.E Identify the front cover, back cover, and title page of a book.	CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.	CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.	CC.1.2.3.E Use text features and search tools to locate and interpret information. E03.B-C.2.1.2	CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E04.B-C.2.1.2	CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E05.B-C.2.1.2
Craft and Structure Vocabulary	CC.1.2.PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.	CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.	CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.B-V.4.1.1 E03.B-V.4.1.2	CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. E04.B-V.4.1.1 E04.B-V.4.1.2	CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. E05.B-V.4.1.1 E05.B-V.4.1.2

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Integration of Knowledge and Ideas Diverse Media	CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word.	CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.	CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.	CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. E03.B-C.3.1.3	CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. E04.B-C.3.1.3	CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. E05.B-C.3.1.3
Integration of Knowledge and Ideas Evaluating Arguments	Intentionally Blank	CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.	CC.1.2.1.H Identify the reasons an author gives to support points in a text.	CC.1.2.2.H Describe how reasons support specific points the author makes in a text.	CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. E03.B-C.3.1.1	CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. E04.B-C.3.1.1	CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.2 Reading Informational Text							
Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Integration of Knowledge and Ideas Analysis Across Texts	CC.1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.	CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. E03.B-C.3.1.2	CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic. E04.B-C.3.1.2	CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic. E05.B-C.3.1.2
Vocabulary Acquisition and Use	CC.1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to.	CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. E03.B-V.4.1.1 E03.B-V.4.1.2	CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.B-V.4.1.1 E04.B-V.4.1.2.	CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.B-V.4.1.1 E05.B-V.4.1.2.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Vocabulary Acquisition and Use	CC.1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud.	CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E03.B-V.4.1.1	CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E04.B-V.4.1.1	CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E05.B-V.4.1.1
Range of Reading	CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.	CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.	CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key Ideas and Details Theme	CC.1.3.PK.A With prompting and support, retell a familiar story in sequence with picture support.	CC.1.3.K.A With prompting and support, retell familiar stories including key details.	CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.	CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.	CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. E03.A-K.1.1.2	CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text. E04.A-K.1.1.2	CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. E05.A-K.1.1.2
Key Ideas and Details Text Analysis	CC.1.3.PK.B Answer questions about a particular story (who, what, how, when, and where).	CC.1.3.K.B Answer questions about key details in a text.	CC.1.3.1.B Ask and answer questions about key details in a text.	CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses. E03.A-K.1.1.1	CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences. E04.A-K.1.1.1	CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.A-K.1.1.1
Key Ideas and Details Literary Elements	CC.1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.	CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.	CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	CC.1.3.2.C Describe how characters in a story respond to major events and challenges.	CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3	CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. E04.A-K.1.1.3	CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. E05.A-K.1.1.3

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Craft and Structure Point of View	CC.1.3.PKD With prompting and support, name the author and illustrator of a story.	CC.1.3.KD Name the author and illustrator of a story and define the role of each in telling the story.	CC.1.3.1D Identify who is telling the story at various points in a text.	CC.1.3.2D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	CC.1.3.3D Explain the point of view of the author. E03.A-C.2.1.1	CC.1.3.4D Compare and contrast an event or topic told from two different points of view. E04.A-C.2.1.1	CC.1.3.5D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.A-C.2.1.1
Craft and Structure Text Structure	CC.1.3.PKE With prompting and support, recognize common types of text.	CC.1.3.KE Recognize common types of text.	CC.1.3.1E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	CC.1.3.2E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	CC.1.3.3E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.	CC.1.3.4E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.	CC.1.3.5E Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Craft and Structure Vocabulary	CC.1.3.PKF Answer questions about unfamiliar words read aloud from a story.	CC.1.3.KF Ask and answer questions about unknown words in a text.	CC.1.3.1F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	CC.1.3.2F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	CC.1.3.3F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.A-V.4.1.1 E03.A-V.4.1.2	CC.1.3.4F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. E04.A-V.4.1.1 E04.A-V.4.1.2	CC.1.3.5F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. E05.A-V.4.1.1 E05.A-V.4.1.2

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Integration of Knowledge and Ideas Sources of Information	CC.1.3.PKG Describe pictures in books using details.	CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).	CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.	CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Integration of Knowledge and Ideas Text Analysis	CC.1.3.PKH Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.	CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.	CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.	CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.	CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. E03.A-C.3.1.1	CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. E04.A-C.3.1.1	CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. E05.A-C.3.1.1

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Vocabulary Acquisition and Use Strategies	CC.1.3.PK.I With prompting and support, clarify unknown words or phrases read aloud.	CC.1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E03.A-V.4.1.1	CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E04.A-V.4.1.1	CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E05.A-V.4.1.1
Vocabulary Acquisition and Use	CC.1.3.PK.J Use new vocabulary and phrases acquired in conversations and being read to.	CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. E03.A-V.4.1.1 E03.A-V.4.1.2	CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.A-V.4.1.1 E04.A-V.4.1.2.	CC.1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.A-V.4.1.1 E05.A-V.4.1.2.
Range of Reading	CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.	CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.	CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.	CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.	CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Informative/Explanatory	CC.1.4.PK.A Draw/dictate to compose informative/explanatory texts examining a topic.	CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.	CC.1.4.1.A Write informative/explanatory texts to examine a topic and convey ideas and information.	CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Informative/Explanatory Focus	CC.1.4.PK.B With prompting and support, draw/dictate about one specific topic.	CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.	CC.1.4.1.B Identify and write about one specific topic.	CC.1.4.2.B Identify and introduce the topic.	CC.1.4.3.B Identify and introduce the topic. E03.C.1.2.1	CC.1.4.4.B Identify and introduce the topic clearly. E04.C.1.2.1 E04.E.1.1.1	CC.1.4.5.B Identify and introduce the topic clearly. E05.C.1.2.1 E05.E.1.1.1
Informative/Explanatory Content	CC.1.4.PK.C With prompting and support, generate ideas to convey information.	CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	CC.1.4.1.C Develop the topic with two or more facts.	CC.1.4.2.C Develop the topic with facts and/or definitions.	CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. E03C.1.2.2	CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. E04C.1.2.2 E04E.1.1.2	CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. E05C.1.2.2 E05E.1.1.2

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Informative/Explanatory Organization	CC.1.4.PK.D With prompting and support, make logical connections between drawing and dictation.	CC.1.4.K.D Make logical connections between drawing and dictation/writing.	CC.1.4.1.D Group information and provide some sense of closure.	CC.1.4.2.D Group information and provide a concluding statement or section.	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. E03.C.1.2.1 E03.C.1.2.3 E03.C.1.2.4	CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. E04.C.1.2.1 E04.C.1.2.3 E04.C.1.2.5 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5	CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. E05.C.1.2.1 E05.C.1.2.3 E05.C.1.2.6 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Informative/Explanatory Style	Intentionally Blank	CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.	CC.1.4.1.E Choose words and phrases for effect.	CC.1.4.2.E Choose words and phrases for effect.	CC.1.4.3.E Choose words and phrases for effect. E03.D.2.1.1	CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. E04.C.1.2.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	CC.1.4.5.E Write with an awareness of style. <ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying length. E05.C.1.2.4 E05.C.1.2.5 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Informative/Explanatory Conventions of Language	Intentionally Blank	<p>CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. 	<p>CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. 	<p>CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. 	<p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6</p>	<p>CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>	<p>CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5</p>
Opinion/ Argumentative	Intentionally Blank	<p>CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p>	<p>CC.1.4.1.G Write opinion pieces on familiar topics.</p>	<p>CC.1.4.2.G Write opinion pieces on familiar topics or texts.</p>	<p>CC.1.4.3.G Write opinion pieces on familiar topics or texts.</p>	<p>CC.1.4.4.G Write opinion pieces on topics or texts.</p>	<p>CC.1.4.5G Write opinion pieces on topics or texts.</p>

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Opinion/Argumentative Focus	Intentionally Blank	CC.1.4.K.H Form an opinion by choosing between two given topics.	CC.1.4.1.H Form an opinion by choosing among given topics.	CC.1.4.2.H Identify the topic and state an opinion.	CC.1.4.3.H Introduce the topic and state an opinion on the topic. E03.C.1.1.1	CC.1.4.4.H Introduce the topic and state an opinion on the topic. E04.C.1.1.1 E04.E.1.1.1	CC.1.4.5.H Introduce the topic and state an opinion on the topic. E05.C.1.1.1 E05.E.1.1.1
Opinion/Argumentative Content	Intentionally Blank	CC.1.4.K.I Support the opinion with reasons.	CC.1.4.1.I Support the opinion with reasons related to the opinion.	CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.	CC.1.4.3.I Support an opinion with reasons. E03.C.1.1.2	CC.1.4.4.I Provide reasons that are supported by facts and details. E04.C.1.1.2 E04.E.1.1.2	CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources. E05.C.1.1.2 E05.E.1.1.2

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Opinion/Argumentative Organization	Intentionally Blank	CC.1.4.K.J Make logical connections between drawing and writing.	CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.	CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.	CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. E03.C.1.1.1 E03.C.1.1.3 E03.C.1.1.4	CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. E04.C.1.1.1 E04.C.1.1.3 E04.C.1.1.4 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5	CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. E05.C.1.1.1 E05.C.1.1.3 E05.C.1.1.5 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Opinion/Argumentative Style	Intentionally Blank	Intentionally Blank	CC.1.4.1.K Use a variety of words and phrases.	CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.	CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. E03.D.1.1.9 E03.D.2.1.1	CC.1.4.4.K Choose words and phrases to convey ideas precisely. . E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	CC.1.4.5.K Write with an awareness of style. <ul style="list-style-type: none"> • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.C.1.1.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.4 E05.E.1.1.5

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Opinion/Argumentative Conventions of Language	Intentionally Blank	<p>CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. 	<p>CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. 	<p>CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. 	<p>CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6</p>	<p>CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>	<p>CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5</p>

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Narrative	CC.1.4.PKM Dictate narratives to describe real or imagined experiences or events.	CC.1.4.KM Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	CC.1.4.1M Write narratives to develop real or imagined experiences or events.	CC.1.4.2M Write narratives to develop real or imagined experiences or events.	CC.1.4.3M Write narratives to develop real or imagined experiences or events.	CC.1.4.4M Write narratives to develop real or imagined experiences or events.	CC.1.4.5M Write narratives to develop real or imagined experiences or events.
Narrative Focus	CC.1.4.PKN Establish who and what the narrative will be about.	CC.1.4.KN Establish who and what the narrative will be about.	CC.1.4.1N Establish who and what the narrative will be about.	CC.1.4.2N Establish a situation and introduce a narrator and/or characters.	CC.1.4.3N Establish a situation and introduce a narrator and/or characters. E03C.1.3.1	CC.1.4.4N Orient the reader by establishing a situation and introducing a narrator and/or characters. E04C.1.3.1	CC.1.4.5N Orient the reader by establishing a situation and introducing a narrator and/or characters. E05C.1.3.1
Narrative Content	CC.1.4.PKO With prompting and support describe experiences and events.	CC.1.4.KO Describe experiences and events.	CC.1.4.1O Include thoughts and feelings to describe experiences and events.	CC.1.4.2O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	CC.1.4.3O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. E03C.1.3.2	CC.1.4.4O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E04.C.1.3.2 E04.C.1.3.4	CC.1.4.5O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E05.C.1.3.2 E05.C.1.3.4

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Narrative Organization	CC.1.4.PK.P Recount a single event and tell about the events in the order in which they occurred.	CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.	CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. E03.C.1.3.1 E03.C.1.3.3 E03.C.1.3.4	CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. E04.C.1.3.1 E04.C.1.3.3 E04.C.1.3.5	CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. E05.C.1.3.1 E05.C.1.3.3 E05.C.1.3.5
Narrative Style	Intentionally Blank	Intentionally Blank	CC.1.4.1.Q Use a variety of words and phrases.	CC.1.4.2.Q Choose words and phrases for effect	CC.1.4.3.Q Choose words and phrases for effect. E03.D.2.1.1	CC.1.4.4.Q Choose words and phrases to convey ideas precisely. E04.C.1.3.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	CC.1.4.5.Q Write with an awareness of style. <ul style="list-style-type: none"> • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.C.1.3.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.4 Writing
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Narrative Conventions of Language	Intentionally Blank	<p>CC.1.4.K.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. 	<p>CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. 	<p>CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. 	<p>CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6</p>	<p>CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>	<p>CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5</p>

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Response to Literature	Intentionally Blank	Intentionally Blank	Intentionally Blank	Intentionally Blank	CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. E04.E.1.1.1 E04.E.1.1.2 E04.E.1.1.3 E04.E.1.1.4 E04.E.1.1.5	CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. E05.E.1.1.1 E05.E.1.1.2 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5 E05.E.1.1.6
Production and Distribution of Writing Writing Process	CC.1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.	CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.	CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.	CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Technology and Publication	Intentionally Blank	CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Conducting Research	CC.1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.	CC.1.4.1.V Participate in individual or shared research and writing projects.	CC.1.4.2.V Participate in individual or shared research and writing projects.	CC.1.4.3.V Conduct short research projects that build knowledge about a topic.	CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.	CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Credibility, Reliability, and Validity of Sources	CC.1.4.PK.W With guidance and support, recall information from experiences or books.	CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.	CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
Range of Writing	Intentionally Blank	CC.1.4.K.X Write routinely over short time frames.	CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Comprehension and Collaboration Collaborative Discussion	CC.1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups.	CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.	CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.	CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
Comprehension and Collaboration Critical Listening	CC.1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.	CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K-5

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Comprehension and Collaboration Evaluating Information	CC.1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information.	CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.	CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.	CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas Purpose, Audience, and Task	CC.1.5.PK.D Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.	CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.	CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade Pre K–5

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.							
	Grade Pre K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Presentation of Knowledge and Ideas Context	CC.1.5.PK.E Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.	CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.	CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Integration of Knowledge and Ideas Multimedia	Intentionally Blank	Intentionally Blank	CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Conventions of Standard English	CC.1.5.PK.G Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content.	CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.	CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.	CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.	CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.	CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

Academic Standards for English Language Arts

*Grades 6–12
January 2013*



Pennsylvania Department of Education

Note: Draft version of the PA Common Standards, pending approval by the State Board.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

INTRODUCTION

These standards describe what students should know and be able to do with the English language, prekindergarten through Grade 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

Five standard categories are designed to provide a Pre K–12 continuum to reflect the demands of a college- and career-ready graduate:

- Standard 1: Foundational Skills begin at prekindergarten and focus on early childhood, with some standards reflected through Grade 5. These foundational skills are a necessary and important component of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text, both literary and informational, across disciplines.
- Standard 2: Reading Informational Text enables students to read, understand, and respond to informational text.
- Standard 3: Reading Literature enables students to read, understand, and respond to works of literature.
- Standard 4: Writing develops the skills of informational, argumentative, and narrative writing, as well as the ability to engage in evidence-based analysis of text and research.
- Standard 5: Speaking and Listening focuses students on communication skills that enable critical listening and effective presentation of ideas.

With a focus on college and career readiness, the instructional shifts as reflected in Common Core are evident throughout the PA Core Standards:

- Balancing the reading of informational and literary texts so that students can access nonfiction and authentic texts, as well as literature
- Focusing on close and careful reading of text so that students are learning from the text
- Building a staircase of complexity (i.e., each grade level requires a “step” of growth on the “staircase”) so that students graduate college or career ready
- Supporting writing from sources (i.e., using evidence from text to inform or make an argument) so that students use evidence and respond to the ideas, events, facts, and arguments presented in the texts they read
- Stressing an academically focused vocabulary so that students can access more complex texts

The English Language Arts Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators, and community members become partners in learning. Each standard implies an end-of-year goal—with the understanding that exceeding the standard is an even more desirable end goal.

Note: The Aligned Eligible Content is displayed with the standard statement. On Standard Aligned System portal, it is a live link.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

TABLE OF CONTENTS

***Foundational Skills (Pre K–5)*..... 1.1**
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.

- Book Handling
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

***Reading Informational Text*..... 1.2**
Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

***Reading Literature*..... 1.3**
Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

***Writing* 1.4**
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Informative/Explanatory
- Opinion/Argumentative
- Narrative
- Response to Literature
- Production and Distribution of Writing
- Technology and Publication
- Conducting Research
- Credibility, Reliability, and Validity of Sources
- Range of Writing

***Speaking and Listening*..... 1.5**
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Integration of Knowledge and Ideas
- Conventions of Standard English

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.						
		Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Key Ideas and Details	Main Idea	CC.1.2.6.A Determine two or more main or THE central ideas of a text and how they are IT IS conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. E06.B-K.1.1.2	CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. E07.B-K.1.1.2	CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. E08.B-K.1.1.2	CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.N.1.3.1 L.N.1.3.2 L.N.2.3.3	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
	Text Analysis	CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.1	CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E07.B-K.1.1.1	CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.B-K.1.1.1	CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. L.N.1.3.1 L.N.2.1.1 L.N.2.1.2	CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Key Ideas and Details Text Analysis	CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. E06.B-K.1.1.3	CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. E07.B-K.1.1.3	CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3	CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3	CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
Craft and Structure Point of View	CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.1	CC.1.2.7.D Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. E07.B-C.2.1.1	CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. E08.B-C.2.1.1	CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view. L.N.2.3.6	CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
Craft and Structure Text Structure	CC.1.2.6.E Analyze the author’s structure through the use of paragraphs, chapters, or sections. E06.B-C.2.1.2	CC.1.2.7.E Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text. E07.B-C.2.1.2	CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept. E08.B-C.2.1.2	CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. L.N.1.1.3 L.N.2.4.1 L.N.2.4.3	CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Craft and Structure Vocabulary	<p>CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>E06.B-V.4.1.1 E06.B-V.4.1.2</p>	<p>CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.</p> <p>E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.3</p>	<p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.</p> <p>E08.B-V.4.1.1 E08.B-V.4.1.2 E08.B-C.2.1.3</p>	<p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>L.N.1.1.4</p>	<p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p>
Integration of Knowledge and Ideas Diverse Media	<p>CC.1.2.6.G Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>L.N.2.2.3</p>	<p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Integration of Knowledge and Ideas Evaluating Arguments	<p>CC.1.2.6.H Evaluate an author’s argument by examining claims and determining if they are supported by evidence.</p> <p>E06.B-C.3.1.1</p>	<p>CC.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p> <p>E07.B-C.3.1.1</p>	<p>CC.1.2.8.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>E08.B-C.3.1.1</p>	<p>CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>L.N.2.5.4 L.N.2.5.5 L.N.2.5.6</p>	<p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p>
Integration of Knowledge and Ideas Analysis Across Texts	<p>CC.1.2.6.I Examine how two authors present similar information in different types of text.</p> <p>E06.B-C.3.1.2</p>	<p>CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.</p> <p>E07.B-C.3.1.2</p>	<p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>E08.B-C.3.1.2</p>	<p>CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>	<p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Vocabulary Acquisition and Use	CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E06.B-V.4.1.1 E06.B-V.4.1.2	CC.1.2.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E07.B-V.4.1.1 E07.B-V.4.1.2	CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E08.B-V.4.1.1 E08.B-V.4.1.2	CC.1.2.9–10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3	CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Vocabulary Acquisition and Use	CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E06.B-V.4.1.1	CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E07.B-V.4.1.1	CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E08.B-V.4.1.1	CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4	CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
Range of Reading	CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Key Ideas and Details Theme	CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. E06.A-K.1.1.2	CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. E07.A-K.1.1.2	CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. E08.A-K.1.1.2	CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4	CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
Key Ideas and Details Text Analysis	CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.1	CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E07.A-K.1.1.1	CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.A-K.1.1.1	CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. L.F.1.1.1 L.F.1.3.1 L.F.2.1.2	CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
Key Ideas and Details Literary Elements	CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. E06.A-K.1.1.3	CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3	CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. E08.A-K.1.1.3	CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. L.F.1.1.3 L.F.2.3.1 L.F.2.3.4	CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

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1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.						
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12	
Craft and Structure	Point of View	CC.1.3.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the A text. E06.A-C.2.1.1	CC.1.3.7.D Determine ANALYZE HOW an author's DEVELOPS AND CONTRASTS THE points of view or purpose OF DIFFERENT CHARACTERS OR NARRATORS in a text and analyze how the author distinguishes his or her position from that of others. E07.A-C.2.1.1	CC.1.3.8.D Determine ANALYZE HOW DIFFERENCES an author's IN THE points of view OF THE CHARACTERS AND THE AUDIENCE OR READER (E.G., CREATED THROUGH THE USE OF DRAMATIC IRONY) or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints CREATE SUCH EFFECTS AS SUSPENSE OR HUMOR. E08.A-C.2.1.1	CC.1.3.9–10.D Determine an author's particular THE point of view OF THE TEXT and analyze THE IMPACT how rhetoric advances the point of view HAS ON THE MEANING OF THE TEXT. L.F.2.3.6	CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
	Text Structure	CC.1.3.6.E Analyze HOW THE STRUCTURE OF A TEXT CONTRIBUTES TO the development of THEME, SETTING, AND PLOT. the meaning through the overall structure of the text. E06.A-C.2.1.2	CC.1.3.7.E Analyze HOW THE STRUCTURE OR FORM OF A TEXT CONTRIBUTES TO ITS the development of the meaning through the overall structure of the text. E07.A-C.2.1.2	CC.1.3.8.E Analyze COMPARE AND CONTRAST the development STRUCTURE of the meaning through the overall structure of multiple TWO OR MORE texts AND ANALYZE HOW THE DIFFERING STRUCTURE OF EACH TEXT CONTRIBUTES TO ITS MEANING AND STYLE. E08.A-C.2.1.2	CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3	CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

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English Language Arts
Grade 6–12

1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Craft and Structure Vocabulary	CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. E06.A-C.2.1.3 E06.A-V.4.1.1 E06.A-V.4.1.2	CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2	CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. E08.A-C.2.1.3 E08.A-V.4.1.1 E08.A-V.4.1.2	CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts. L.F.2.3.5 L.F.2.5.1	CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
Integration of Knowledge and Ideas Sources of Information	CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.	CC.1.3.7.G Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.	CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. L.F.2.2.1 L.F.2.2.3 L.F.2.2.4	CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
Integration of Knowledge and Ideas	CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. E06.A-C.3.1.1	CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. E07.A-C.3.1.1	CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. E08.A-C.3.1.1	CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. L.F.2.2.2 L.F.2.4.1	CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

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English Language Arts
Grade 6–12

1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Vocabulary Acquisition and Use	CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E06.A-V.4.1.1	CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E07.A-V.4.1.1	CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E08.A-V.4.1.1	CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4	CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
Vocabulary Acquisition and Use	CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E06.A-V.4.1.1 E06.A-V.4.1.2	CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E07.A-V.4.1.1 E07.A-V.4.1.2	CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E08.A-V.4.1.1 E08.A-V.4.1.2	CC.1.3.9–10.J Demonstrate understanding across content areas within ACQUIRE AND USE ACCURATELY grade appropriate GENERAL ACADEMIC AND DOMAIN SPECIFIC WORDS AND PHRASES; GATHER VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION. <i>level texts of figurative language, word relationships, and the shades of meaning among related words.</i> L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 	CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade 6–12

1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Range of Reading	CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Informative/ Explanatory	CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
Informative/Explanatory Focus	CC.1.4.6.B Identify and introduce the topic for the intended audience. E06.C.1.2.1 E06.E.1.1.1	CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow. E07.C.1.2.1 E07.E.1.1.1	CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow. E08.C.1.2.1 E08.E.1.1.1	CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience. C.E.1.1.1	CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
Informative/Explanatory Content	CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E06.C.1.2.2 E06.E.1.1.2	CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E07.C.1.2.2 E07.E.1.1.2	CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E08.C.1.2.2 E08.E.1.1.2	CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. C.E.1.1.2	CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.						
		Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Informative/Explanatory Organization	CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.	CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	
	E06.C.1.2.1 E06.C.1.2.3 E06.C.1.2.6 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6	E07.C.1.2.1 E07.C.1.2.3 E07.C.1.2.6 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6	E08.C.1.2.1 E08.C.1.2.3 E08.C.1.2.6 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6	C.E.1.1.3 C.E.1.1.5		

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.						
		Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Informative/Explanatory Style		<p>CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Use precise language. • Develop and maintain a consistent voice • Establish and maintain a formal style 	<p>CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Use precise language. • Develop and maintain a consistent voice • Establish and maintain a formal style 	<p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. 	<p>CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. 	<p>CC.1.4.11–12.E</p> <ul style="list-style-type: none"> • Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style.
		<p>E06.C.1.2.4 E06.C.1.2.5 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4 E06.E.1.1.5</p>	<p>E07.C.1.2.4 E07.C.1.2.5 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 E07.E.1.1.4 E07.E.1.1.5</p>	<p>E08.C.1.2.4 E08.C.1.2.5 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5</p>	<p>C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7</p>	

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.						
		Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Informative/Explanatory Conventions of Language		CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3	CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4	CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5	CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5	CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
		CC.1.4.6.G Write arguments to support claims.	CC.1.4.7.G Write arguments to support claims.	CC.1.4.8.G Write arguments to support claims.	CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.	CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.
Opinion/Argumentative						

PENNSYLVANIA CORE STANDARDS
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Grade 6–12

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Opinion/Argumentative Focus	CC.1.4.6.H Introduce and state an opinion on a topic. E06.C.1.1.1 E06.E.1.1.1	CC.1.4.7.H Introduce and state an opinion on a topic. E07.C.1.1.1 E07.E.1.1.1	CC.1.4.8.H Introduce and state an opinion on a topic. E08.C.1.1.1 E08.E.1.1.1	CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. <ul style="list-style-type: none"> • Introduce the precise claim. C.P.1.1.1	CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim.
Opinion/Argumentative Content	CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. E06.C.1.1.2 E06.E.1.1.2	CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. E07.C.1.1.2 E07.E.1.1.2	CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. E08.C.1.1.2 E08.E.1.1.2	CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. C.P.1.1.2 C.P.1.1.3	CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Opinion/Argumentative Organization	<p>CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.</p> <p>E06.C.1.1.1 E06.C.1.1.3 E06.C.1.1.5 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6</p>	<p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>E07.C.1.1.1 E07.C.1.1.3 E07.C.1.1.5 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6</p>	<p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>E08.C.1.1.1 E08.C.1.1.3 E08.C.1.1.5 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p>	<p>CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>C.P.1.1.2 C.P.1.1.3 C.P.2.1.5 C.P.2.1.6</p>	<p>CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Opinion/Argumentative Style	<p>CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <p>E06.C.1.1.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4 E06.E.1.1.5</p>	<p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <p>E07.C.1.1.4 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 E07.E.1.1.4 E07.E.1.1.5</p>	<p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. <p>E08.C.1.1.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5</p>	<p>CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. <p>C.P.1.1.4 C.P.2.1.1 C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.6 C.P.2.1.7</p>	<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style.

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Opinion/Argumentative Conventions of Language	CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3	CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4	CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5	CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.P.1.1.5 C.P.3.1.1 C.P.3.1.2 C.P.3.1.3 C.P.3.1.4 C.P.3.1.5	CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Narrative	CC.1.4.6.M Write narratives to develop real or imagined experiences or events.	CC.1.4.7.M Write narratives to develop real or imagined experiences or events.	CC.1.4.8.M Write narratives to develop real or imagined experiences or events.	CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.	CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.
Narrative Focus	CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters. E06.C.1.3.1	CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. E07.C.1.3.1	CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. E08.C.1.3.1	CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.						
		Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Narrative Content		CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E06.C.1.3.2 E06.C.1.3.4	CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E07.C.1.3.2 E07.C.1.3.4	CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E08.C.1.3.2 E08.C.1.3.4	CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
		CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. E06.C.1.3.1 E06.C.1.3.3 E06.C.1.3.5	CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events. E07.C.1.3.1 E07.C.1.3.3 E07.C.1.3.5	CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. E08.C.1.3.1 E08.C.1.3.3 E08.C.1.3.5	CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
Grade 6		Grade 7	Grade 8	Grades 9–10	Grades 11–12
Narrative Style	<p>CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Use precise language. • Develop and maintain a consistent voice. 	<p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Use sentences of varying lengths and complexities. • Use precise language. • Develop and maintain a consistent voice. 	<p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. 	<p>CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest. 	<p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
	<p>E06.C.1.3.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4</p>	<p>E07.C.1.3.4 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5</p>	<p>E08.C.1.3.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6</p>		

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Narrative Conventions of Language	CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3	E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4	E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5		

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Response to Literature	<p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>E06.E.1.1.1 E06.E.1.1.2 E06.E.1.1.3 E06.E.1.1.4 E06.E.1.1.5 E06.E.1.1.6</p>	<p>CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>E07.E.1.1.1 E07.E.1.1.2 E07.E.1.1.3 E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6</p>	<p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6</p>	<p>CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
Production and Distribution of Writing Writing Process	<p>CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Technology and Publication	CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
Conducting Research	CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Credibility, Reliability, and Validity of Sources	CC.1.4.6.W Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	CC.1.4.7.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
Grade 6		Grade 7	Grade 8	Grades 9-10	Grades 11-12
Range of Writing	CC.1.4.6.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.7.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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English Language Arts
Grade 6–12

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Comprehension and Collaboration Collaborative Discussion	CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Comprehension and Collaboration Critical Listening	CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.	CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	CC.1.5.9–10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

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1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.						
		Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Comprehension and Collaboration Evaluating Information		CC.1.5.6.C Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	CC.1.5.9–10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
		CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.	CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Presentation of Knowledge and Ideas Context	CC.1.5.6.E Adapt speech to a variety of contexts and tasks.	CC.1.5.7.E Adapt speech to a variety of contexts and tasks.	CC.1.5.8.E Adapt speech to a variety of contexts and tasks.	CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.	CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.
Integration of Knowledge and Ideas Multimedia	CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.	CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

PENNSYLVANIA CORE STANDARDS
English Language Arts
Grade 6–12

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Conventions of Standard English	CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.	CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.	CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.	CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Academic Standards for Mathematics

*Grades PreK–High School
January 2013*



Pennsylvania Department of Education

**Pennsylvania Core Standards
Mathematics**

INTRODUCTION

The Common Core Standards in Mathematics in grades PreK–5 lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student’s ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. Additionally, they set a rigorous definition of college and career readiness by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students’ needs.

This document includes PA Core Standards for **Mathematical Content** and **Mathematical Practice**. The mathematics standards define what students should understand and be able to do. Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency.

PA Core Standards <i>Mathematical Content and Mathematical Practice</i>		
Standards for Mathematical Content		Standards for Mathematical Practice
2.1 Numbers and Operations A) <i>Counting and Cardinality</i> B) <i>Numbers and Operations in Base Ten</i> C) <i>Numbers and Operations—Fractions</i> D) <i>Ratios and Proportional Relationships</i> E) <i>The Number System</i> F) <i>Number and Quantity</i>		<ul style="list-style-type: none"> • <i>Make sense of problems and persevere in solving them.</i> • <i>Reason abstractly and quantitatively.</i> • <i>Construct viable arguments and critique the reasoning of others.</i> • <i>Model with mathematics.</i> • <i>Use appropriate tools strategically.</i> • <i>Attend to precision.</i> • <i>Look for and make use of structure.</i> • <i>Look for and make sense of regularity in repeated reasoning.</i>
2.2 Algebraic Concepts A) <i>Operations and Algebraic Thinking</i> B) <i>Expressions & Equations</i> C) <i>Functions</i> D) <i>Algebra</i>		
2.3 Geometry A) <i>Geometry</i>		
2.4 Measurement, Data, and Probability A) <i>Measurement and Data</i> B) <i>Statistics and Probability</i>		

Pennsylvania Core Standards Mathematics

Standards cannot be viewed or addressed in isolation, as each standard depends upon or may lead into multiple standards across grades; thus, it is imperative that educators are familiar with both the standards that come before and those that follow a particular grade level. These revised standards reflect instructional shifts that cannot occur without the integrated emphasis on content and practice.

Standards are overarching statements of what a proficient math student should know and be able to do. The Pennsylvania Assessment Anchors and Eligible Content closely align with the revised standards and are an invaluable source for greater detail.

Key Points in Mathematics

- The standards stress both procedural skills and conceptual understanding to ensure students are learning and applying the critical information they need to succeed at higher levels.
- K–5 standards, which provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals*, help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into application. They also provide detailed guidance to teachers on how to navigate their way through topics such as *fractions, negative numbers, and geometry*, and do so by maintaining a continuous progression from grade to grade.
- Having built a strong foundation at K–5, students can do hands-on learning in geometry, algebra, and probability and statistics. Students who have mastered the content and skills through the seventh grade will be *well-prepared for algebra* in grade 8.
- High school standards emphasize *practicing applying mathematical ways of thinking to real world issues and challenges*.

Pennsylvania Core Standards Mathematics

The PA Core Standards for Mathematics detail four standard areas: *Numbers and Operations*, *Algebraic Concepts*, *Geometry*, and *Measurement, Data, and Probability*. These standard areas are reflective of the reporting categories in the PA Core Assessment Anchors and Eligible Content. The intent of this document is to provide a useful tool for designing curriculum, instruction, and assessment. The grade level curriculum and instructional shifts in mathematics cannot occur without the integrated emphasis on content and practice. The chart below illustrates the four standard areas and the development and progression of the strands, with an understanding that all is framed around the Standards for Mathematical Practice.

Mathematical Standards: Development and Progression											
Standards for Mathematical Practice											
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.						Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.					
	PreK	K	1	2	3	4	5	6	7	8	HS
2.1 Numbers and Operations	(A) Counting & Cardinality										
	(B) Numbers and Operations in Base Ten						(D) Ratios and Proportional Relationships		(F) Number and Quantity		
	(C) Numbers and Operations — Fractions				(E) The Number System						
2.2 Algebraic Concepts	(A) Operations and Algebraic Thinking						(B) Expressions and Equations			(D) Algebra	
										(C) Functions	
2.3 Geometry	(A) Geometry										
2.4 Measurement, Data, and Probability	(A) Measurement and Data						(B) Statistics and Probability				

Pennsylvania Core Standards Mathematics

2.1 Numbers and Operations							
The Standards of Mathematical Practices							
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.				Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.			
	Grade PreK 2.1.PreK	Grade K 2.1.K	Grade 1 2.1.1	Grade 2 2.1.2	Grade 3 2.1.3	Grade 4 2.1.4	Grade 5 2.1.5
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
(A) Counting & Cardinality	CC.2.1.PreK.A.1 Know number names and the count sequence.	CC.2.1.K.A.1 Know number names and write and recite the count sequence.	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>
	CC.2.1.PreK.A.2 Count to tell the number of objects.	CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.					
	CC.2.1.PreK.A.3 Compare numbers.	CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.					
(B) Numbers & Operations in Base Ten	<i>Intentionally Blank</i>	CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.	CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.	CC.2.1.2.B.1 Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers.	CC.2.1.3.B.1 Apply place-value understanding and properties of operations to perform multi-digit arithmetic. M03.A-T.1.1.1 M03.A-T.1.1.2 M03.A-T.1.1.3 M03.A-T.1.1.4	CC.2.1.4.B.1 Apply place-value concepts to show an understanding of multi-digit whole numbers. M04.A-T.1.1.1 M04.A-T.1.1.2 M04.A-T.1.1.3 M04.A-T.1.1.4	CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. M05.A-T.1.1.1 M05.A-T.1.1.2 M05.A-T.1.1.3 M05.A-T.1.1.4 M05.A-T.1.1.5
		<i>Intentionally Blank</i>	CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.	CC.2.1.2.B.2 Use place-value concepts to read, write, and skip count to 1000.	<i>Intentionally Blank</i>	CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic. M04.A-T.2.1.1 M04.A-T.2.1.2 M04.A-T.2.1.3 M04.A-T.2.1.4	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.A-T.2.1.1 M05.A-T.2.1.2 M05.A-T.2.1.3
		<i>Intentionally Blank</i>	CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.	CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>

Pennsylvania Core Standards Mathematics

2.1 Numbers and Operations							
The Standards of Mathematical Practices							
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.				Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.			
	Grade PreK 2.1.PreK	Grade K 2.1.K	Grade 1 2.1.1	Grade 2 2.1.2	Grade 3 2.1.3	Grade 4 2.1.4	Grade 5 2.1.5
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
(C) Numbers & Operations — Fractions	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. M03.A-F.1.1.1 M03.A-F.1.1.2 M03.A-F.1.1.3 M03.A-F.1.1.4 M03.A-F.1.1.5	CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering. M04.A-F.1.1.1 M04.A-F.1.1.2	CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions. M05.A-F.1.1.1
					<i>Intentionally Blank</i>	CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. M04.A-F.2.1.1 M04.A-F.2.1.2 M04.A-F.2.1.3 M04.A-F.2.1.4 M04.A-F.2.1.5 M04.A-F.2.1.6 M04.A-F.2.1.7	CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. M05.A-F.2.1.1 M05.A-F.2.1.2 M05.A-F.2.1.3 M05.A-F.2.1.4
					<i>Intentionally Blank</i>	CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100). M04.A-F.3.1.1 M04.A-F.3.1.2 M04.A-F.3.1.3	<i>Intentionally Blank</i>

Pennsylvania Core Standards Mathematics

2.2 Algebraic Concepts							
The Standards of Mathematical Practices							
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.				Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.			
	Grade PreK 2.2.PreK	Grade K 2.2.K	Grade 1 2.2.1	Grade 2 2.2.2	Grade 3 2.2.3	Grade 4 2.2.4	Grade 5 2.2.5
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
(A) Operations and Algebraic Thinking	CC.2.2.PreK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.	CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.	CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. M03.B-O.1.1.1 M03.B-O.1.1.2 M03.B-O.1.2.1 M03.B-O.1.2.2	CC.2.2.4.A.1 Represent and solve problems involving the four operations. M04.B-O.1.1.1 M04.B-O.1.1.2 M04.B-O.1.1.3 M04.B-O.1.1.4	CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations. M05.B-O.1.1.1 M05.B-O.1.1.2
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.	CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.	CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. M03.B-O.2.1.1 M03.B-O.2.1.2 M03.B-O.2.2.1	CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples. M04.B-O.2.1.1	<i>Intentionally Blank</i>
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.	CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. M03.B-O.3.1.1 M03.B-O.3.1.2 M03.B-O.3.1.3 M03.B-O.3.1.4 M03.B-O.3.1.5 M03.B-O.3.1.6 M03.B-O.3.1.7	CC.2.2.4.A.4 Generate and analyze patterns using one rule. M04.B-O.3.1.1 M04.B-O.3.1.2 M04.B-O.3.1.3	CC.2.2.5.A.4 Analyze patterns and relationships using two rules. M05.B-O.2.1.1 M05.B-O.2.1.2

Pennsylvania Core Standards Mathematics

2.3 Geometry							
The Standards of Mathematical Practices							
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.				Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.			
	Grade PreK 2.3.PreK	Grade K 2.3.K	Grade 1 2.3.1	Grade 2 2.3.2	Grade 3 2.3.3	Grade 4 2.3.4	Grade 5 2.3.5
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
(A) Geometry	CC.2.3.PreKA.1 Identify and describe shapes.	CC.2.3.KA.1 Identify and describe two- and three-dimensional shapes.	CC.2.3.1.A.1 Compose and distinguish between two- and three-dimensional shapes based on their attributes.	CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.	CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. M03.C-G.1.1.1 M03.C-G.1.1.2	CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. M04.C-G.1.1.1	CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems. M05.C-G.1.1.1 M05.C-G.1.1.2
	CC.2.3.PreKA.2 Analyze, compare, create, and compose shapes.	CC.2.3.KA.2 Analyze, compare, create, and compose two- and three-dimensional shapes.	CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.	CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. M03.C-G.1.1.3	CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles. M04.C-G.1.1.2	CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties. M05.C-G.2.1.1
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry. M04.C-G.1.1.3	<i>Intentionally Blank</i>

Pennsylvania Core Standards Mathematics

2.4 Measurement, Data, and Probability							
The Standards of Mathematical Practices							
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.				Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.			
	Grade PreK 2.4.PreK	Grade K 2.4.K	Grade 1 2.4.1	Grade 2 2.4.2	Grade 3 2.4.3	Grade 4 2.4.4	Grade 5 2.4.5
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
(A) Measurement and Data	CC.2.4.PreK.A.1 Describe and compare measurable attributes of length and weight of everyday objects.	CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.	CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.	CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.	CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length. M03.D-M.1.2.1 M03.D-M.1.2.2 M03.D-M.1.2.3	CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit. M04.D-M.1.1.1 M04.D-M.1.1.2 M04.D-M.1.1.3 M04.D-M.1.1.4	CC.2.4.5.A.1 Solve problems using conversions within a given measurement system. M05.D-M.1.1.1
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.	CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.	CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. M03.D-M.1.1.1 M03.D-M.1.1.2	CC.2.4.4.A.2 Translate information from one type of data display to another. M04.D-M.2.1.3	CC.2.4.5.A.2 Represent and interpret data using appropriate scale. M05.D-M.2.1.2
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.	CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills. M03.D-M.1.3.1 M03.D-M.1.3.2 M03.D-M.1.3.3	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>

Pennsylvania Core Standards Mathematics

2.4 Measurement, Data, and Probability							
The Standards of Mathematical Practices							
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.				Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.			
	Grade PreK 2.4.PreK	2.4.K Grade K	Grade 1 2.4.1	2.4.2 Grade 2	2.4.3 Grade 3	2.4.4 Grade 4	2.4.5 Grade 5
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:							
(A) Measurement and Data	CC.2.4.PreK.A.4 Classify objects and count the number of objects in each category.	CC.2.4.K.A.4 Classify objects and count the number of objects in each category.	CC.2.4.1.A.4 Represent and interpret data using tables/charts.	CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. M03.D-M.2.1.1 M03.D-M.2.1.2 M03.D-M.2.1.3 M03.D-M.2.1.4	CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot. M04.D-M.2.1.1 M04.D-M.2.1.2	CC.2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot. M05.D-M.2.1.1
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition. M03.D-M.3.1.1 M03.D-M.3.1.2	<i>Intentionally Blank</i>	CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition. M05.D-M.3.1.1 M05.D-M.3.1.2
	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.	CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures. M03.D-M.4.1.1	CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems. M04.D-M.3.1.1 M04.D-M.3.1.2	<i>Intentionally Blank</i>

Pennsylvania Core Standards Mathematics

2.1. Numbers and Operations				
The Standards of Mathematical Practices				
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
	2.1.6 Grade 6	2.1.7 Grade 7	2.1.8 Grade 8	2.1.HS High School
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>				
(D) Ratios & Proportional Relationships	CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems. M06.A-R.1.1.1 M06.A-R.1.1.2 M06.A-R.1.1.3 M06.A-R.1.1.4 M06.A-R.1.1.5	CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. M07.A-R.1.1.1 M07.A-R.1.1.2 M07.A-R.1.1.3 M07.A-R.1.1.4 M07.A-R.1.1.5 M07.A-R.1.1.6	<i>Intentionally Blank</i>	CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. A1.1.1.1.1, A1.1.1.1.2, A1.1.1.3.1, A2.1.2.1.1, A2.1.2.1.2, A2.1.2.1.3, A2.1.2.1.4 CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. A1.1.1.1.1, A1.1.1.1.2, A1.1.1.3.1, A1.1.1.2.1 CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.3.1.1, A2.2.3.1.2
(E) The Number System	CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. M06.A-N.1.1.1	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1 M07.A-N.1.1.2 M07.A-N.1.1.3	CC.2.1.8.E.1 Distinguish between rational and irrational numbers using their properties. M08.A-N.1.1.1 M08.A-N.1.1.2 A1.1.1.1.1 A1.1.1.1.2	(F) Number and Quantity
	CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers. M06.A-N.2.1.1 CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples. M06.A-N.2.2.1 M06.A-N.2.2.2 A1.1.1.2.1	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2 CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.2.3.1.1, A2.2.3.1.2 CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. A2.1.1.1.1, A2.1.1.1.2, A2.1.1.2.1, A2.1.1.2.2 CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4

Pennsylvania Core Standards Mathematics

2.1. Numbers and Operations				
The Standards of Mathematical Practices				
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
2.1.6 Grade 6	2.1.7 Grade 7	2.1.8 Grade 8	2.1.HS High School	
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>				
CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers. M06.A-N.3.1.1 M06.A-N.3.1.2 M06.A-N.3.1.3 M06.A-N.3.2.1 M06.A-N.3.2.2 M06.A-N.3.2.3	<i>Intentionally Blank</i>	CC.2.1.8.E.4 Estimate irrational numbers by comparing them to rational numbers. M08.A-N.1.1.3 M08.A-N.1.1.4 M08.A-N.1.1.5 A1.1.1.1.1		

Pennsylvania Core Standards Mathematics

2.2. Algebraic Concepts

The Standards of Mathematical Practices

Make sense of problems and persevere in solving them.
Construct viable arguments and critique the reasoning of others.
Use appropriate tools strategically.
Look for and make use of structure.

Reason abstractly and quantitatively.
Model with mathematics.
Attend to precision.
Look for and express regularity in repeated reasoning.

2.2.6 Grade 6

2.2.7 Grade 7

2.2.8 Grade 8

2.2.HS High School

Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

(B) Expressions and Equations	<p>CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>M06.B-E.1.1.1 M06.B-E.1.1.2 M06.B-E.1.1.3 M06.B-E.1.1.4 M06.B-E.1.1.5</p>	<p>CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions.</p> <p>M07.B-E.1.1.1</p>	<p>CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions.</p> <p>M08.B-E.1.1.1 M08.B-E.1.1.2 M08.B-E.1.1.3 M08.B-E.1.1.4 A1.1.1.3.1</p>	(D) Algebra	<p>CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.2.1, A2.1.2.2.2</p> <p>CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.1.1, A2.1.2.1.2, A2.1.2.1.3, A2.1.2.1.4, A2.1.2.2.1, A2.1.2.2.2</p> <p>CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.2.1, A2.1.2.2.2</p> <p>CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs. A2.1.2.2.1, A2.1.2.2.2</p> <p>CC.2.2.HS.D.5 Use polynomial identities to solve problems. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.2.2.1, A2.1.2.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4</p> <p>CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms. A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4</p> <p>CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4</p> <p>CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2</p> <p>CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. A1.1.1.4.1, A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2</p> <p>CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4</p>
	<p>CC.2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems.</p> <p>M06.B-E.2.1.1 M06.B-E.2.1.2 M06.B-E.2.1.3 M06.B-E.2.1.4</p>	<i>Intentionally Blank</i>	<p>CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.</p> <p>M08.B-E.2.1.1 M08.B-E.2.1.2 M08.B-E.2.1.3 A1.2.1.2.2</p>		
	<p>CC.2.2.6.B.3 Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>M06.B-E.3.1.1 M06.B-E.3.1.2</p>	<p>CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.</p> <p>M07.B-E.2.1.1 M07.B-E.2.2.1 M07.B-E.2.2.2 M07.B-E.2.3.1 A1.1.1.4.1</p>	<p>CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p>M08.B-E.3.1.1 M08.B-E.3.1.2 M08.B-E.3.1.3 M08.B-E.3.1.4 M08.B-E.3.1.5 A1.1.2.1.1 A1.1.2.2.1 A1.1.2.2.2</p>		

Pennsylvania Core Standards Mathematics

2.2. Algebraic Concepts					
The Standards of Mathematical Practices					
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.			Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
	2.2.6 Grade 6	2.2.7 Grade 7	2.2.8 Grade 8	2.2.HS High School	
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:					
(C) Functions	<i>Intentionally Blank</i>	<i>Intentionally Blank</i>	<p>CC.2.2.8.C.1 Define, evaluate, and compare functions.</p> <p>M08.B-F.1.1.1 M08.B-F.1.1.2 M08.B-F.1.1.3 A1.1.2.1.1 A1.2.1.1.2 A1.2.1.2.1 A1.2.1.2.2</p> <hr style="border-top: 1px dashed black;"/> <p>CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p> <p>M08.B-F.2.1.1 M08.B-F.2.1.2 A1.1.2.1.3 A1.2.1.1.1 A1.2.1.2.2 A1.2.2.1.3 A1.2.2.1.4</p>	<p>CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context. A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.2.1.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.1.4, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5</p> <p>CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations. A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.1.1, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4</p> <p>CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.1.3, A1.2.2.1.4, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4</p> <p>CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions. A1.2.1.2.1, A1.2.1.2.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1</p> <p>CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems. A1.2.2.1.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.1.4, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1</p> <p>CC.2.2.HS.C.6 Interpret functions in terms of the situations they model. A1.2.1.2.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.2.1, A2.1.3.1.3, A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4, A2.2.2.1.3, A2.2.2.1.4, A2.2.2.2.1</p> <p>CC.2.2.HS.C.7 Apply radian measure of an angle and the unit circle to analyze the trigonometric functions.</p> <p>CC.2.2.HS.C.8 Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs.</p> <p>CC.2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios. G.1.3.2.1, G.2.1.1.1, G.2.1.1.2</p>	(C) Functions

Pennsylvania Core Standards Mathematics

2.3. Geometry				
The Standards of Mathematical Practices				
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.			Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.	
	Grade 6 2.3.6	Grade 7 2.3.7	Grade 8 2.3.8	High School 2.3.HS
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>				
(A) Geometry	CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume. M06.C-G.1.1.1 M06.C-G.1.1.2 M06.C-G.1.1.3 M06.C-G.1.1.4 M06.C-G.1.1.5 M06.C-G.1.1.6	CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume. M07.C-G.2.1.1 M07.C-G.2.1.2 M07.C-G.2.2.1 M07.C-G.2.2.2	CC.2.3.8.A.1 Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems. M08.C-G.3.1.1 G.2.3.1.2	CC.2.3.HS.A.1 Use geometric figures and their properties to represent transformations in the plane. G.1.3.1.1, G.1.3.1.2 CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence. G.1.3.1.1, G.1.3.1.2 CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures. G.1.2.1.1, G.1.2.1.2, G.1.2.1.3, G.1.2.1.4, G.1.2.1.5, G.1.3.2.1, G.2.2.1.1, G.2.2.1.2, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5 CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions. CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures. G.1.3.1.1, G.1.3.1.2 CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures. G.1.3.1.1, G.1.3.1.2, G.1.3.2.1 CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles. G.2.1.1.1, G.2.1.1.2 CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.1.3.2.1, G.2.2.3.1 CC.2.3.HS.A.9 Extend the concept of similarity to determine arc lengths and areas of sectors of circles. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5, G.2.2.3.1 CC.2.3.HS.A.10 Translate between the geometric description and the equation for a conic section. A2.2.1.1.4, A2.2.2.1.1 CC.2.3.HS.A.11 Apply coordinate geometry to prove simple geometric theorems algebraically. G.2.1.2.1, G.2.1.2.2, G.2.1.2.3 CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems. G.2.3.1.1, G.2.3.1.2, G.2.3.1.3 CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.1.2.1.1, G.1.2.1.2, G.1.2.1.3, G.1.2.1.4, G.1.2.1.5, G.2.3.2.1 CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems. G.2.2.4.1, G.2.3.1.1, G.2.3.1.2, G.2.3.1.3
	<i>Intentionally Blank</i>	CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them. M07.C-G.1.1.1 M07.C-G.1.1.2 M07.C-G.1.1.3 M07.C-G.1.1.4	CC.2.3.8.A.2 Understand and apply congruence, similarity, and geometric transformations using various tools. M08.C-G.1.1.1 M08.C-G.1.1.2 M08.C-G.1.1.3 M08.C-G.1.1.4 G.1.2.1.1 G.1.2.1.4 G.2.2.1.1	CC.2.3.8.A.3 Understand and apply the Pythagorean Theorem to solve problems. M08.C-G.2.1.1 M08.C-G.2.1.2 M08.C-G.2.1.3 G.2.1.1.1 G.2.1.2.1
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Pennsylvania Core Standards Mathematics

2.4 Measurement, Data, and Probability					
The Standards of Mathematical Practices					
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.			Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.		
	Grade 6 2.4.6	Grade 7 2.4.7	Grade 8 2.4.8	High School 2.4.HS	
<i>Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
(E) Statistics and Probability	CC.2.4.6.B.1 Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. M06.D-S.1.1.1 M06.D-S.1.1.2 M06.D-S.1.1.3 M06.D-S.1.1.4	CC.2.4.7.B.1 Draw inferences about populations based on random sampling concepts. M07.D-S.1.1.1 M07.D-S.1.1.2	CC.2.4.8.B.1 Analyze and/or interpret bivariate data displayed in multiple representations. M08.D-S.1.1.1 M08.D-S.1.1.2 M08.D-S.1.1.3 A1.2.2.2.1	(E) Statistics and Probability	CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. A1.2.2.1.2, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables. A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.2.1, A2.2.1.1.1, A2.2.3.1.1, A2.2.3.1.2 CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data. A1.2.2.2.1, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, A2.2.3.1.1, A2.2.3.1.2
	<i>Intentionally Blank</i>	CC.2.4.7.B.2 Draw informal comparative inferences about two populations. M07.D-S.2.1.1	CC.2.4.8.B.2 Understand that patterns of association can be seen in bivariate data utilizing frequencies. M08.D-S.1.2.1		CC.2.4.HS.B.4 Recognize and evaluate random processes underlying statistical experiments. A1.2.3.3.1, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3 CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies. A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3
	<i>Intentionally Blank</i>	CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models. M07.D-S.3.1.1 M07.D-S.3.2.1 M07.D-S.3.2.2 M07.D-S.3.2.3 A1.2.3.3.1	<i>Intentionally Blank</i>		CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data. A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3 CC.2.4.HS.B.7 Apply the rules of probability to compute probabilities of compound events in a uniform probability model. A1.2.3.3.1, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3

Pennsylvania Core Standards Mathematics

Key Terms for this Document

Standards for Mathematical Content—These standards define what students should know and be able to do in their study of mathematics.

Standards for Mathematical Practice—These standards describe the processes and proficiencies in which all students grades K–12 should engage. Educators must instill these standards of practice in their students so that they become habitual. The standards for mathematical practice should be used as the vehicle to deliver the standards of mathematical content.

Standard Algorithm—A locally agreed upon method of computation which is conventionally taught for solving mathematical problems.

Decimal Fraction—A fraction whose denominator is a power of ten (examples: $2/100$, $8/10$). These fractions are commonly expressed as decimals.

Unit Fraction—A rational number written as a fraction where the numerator is one and the denominator is a positive integer (example: $1/20$).

Bivariate Data—The data involves two variables and is usually represented as a scatter plot.

Rule—A single operation (examples: add 5, multiply by 2).

**APPENDIX B. Academic Standards for Science and Technology and
Environment and Ecology**

TABLE OF CONTENTS

**Pennsylvania Core Standards for Reading in Science and Technology* &
Pennsylvania Core Standards for Writing in Science and Technology***

**supplement to current Academic Standards for Science and Technology*

Academic Standards for Reading in Science and Technology*

*Grades 6 – 12
August 6, 2012*



Pennsylvania Department of Education

*Note: Draft version of the PA Core Standards, pending approval by the State Board.

PA CORE STANDARDS
(GRADES 6 - 12)
Reading in Science and Technical Subjects

VII. TABLE OF CONTENTS

Reading 3.5
Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range and Level of Complex Texts

PA CORE STANDARDS
(GRADES 6 - 12)
Reading in Science and Technical Subjects

INTRODUCTION

These standards describe what students in the science classroom should know and be able to do with the English language in reading, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards.

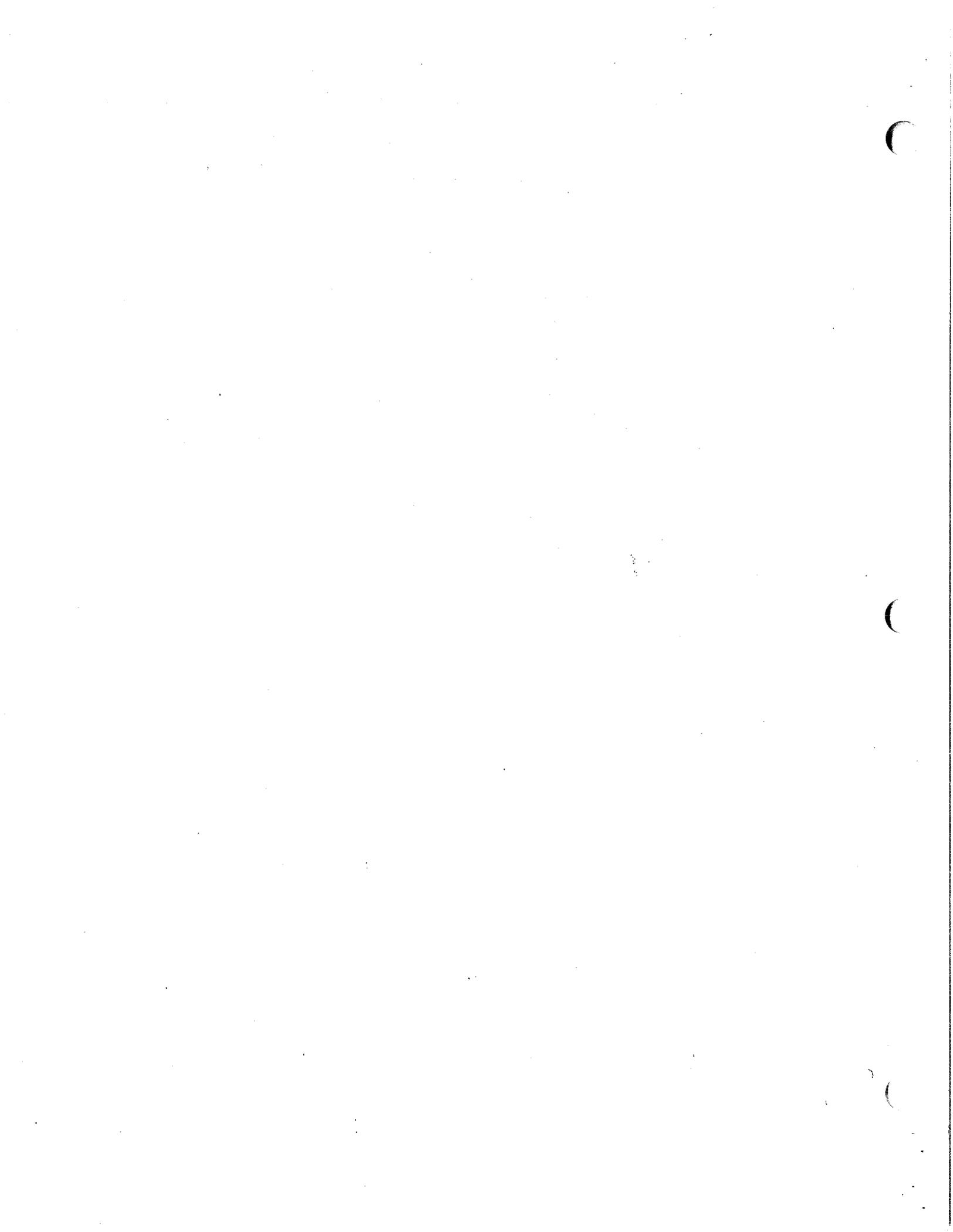
The English Language Arts Standards for Science and Technical Subjects also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning. Each standard implies an end of year goal – with the understanding that exceeding the standard is an even more desirable end goal.

PA CORE STANDARDS
(GRADES 6 - 12)
Reading in Science and Technical Subjects

3.5 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	GRADE 6-8	GRADE 9-10	GRADE 11-12
Key Ideas and Details	CC.3.5.6-8.A. Cite specific textual evidence to support analysis of science and technical texts.	CC.3.5.9-10.A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	CC.3.5.11-12.A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	CC.3.5.6-8.B. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	CC.3.5.9-10.B. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	CC.3.5.6-8.C. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	CC.3.5.9-10.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure	CC.3.5.6-8.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .
	CC.3.5.6-8.E. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	CC.3.5.9-10.E. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	CC.3.5.11-12.E. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	CC.3.5.6-8.F. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	CC.3.5.9-10.F. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	CC.3.5.11-12.F. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

PA CORE STANDARDS
(GRADES 6 - 12)
Reading in Science and Technical Subjects

3.5 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	GRADE 6-8	GRADE 9-10	GRADE 11-12
Integration of Knowledge and Ideas	CC.3.5.6-8.G. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	CC.3.5.9-10.G. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	CC.3.5.6-8.H. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	CC.3.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	CC.3.5.6-8.I. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	CC.3.5.11-12.I. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range and Level of Complex Texts	CC.3.5.6-8.J. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	CC.3.5.9-10.J. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	CC.3.5.11-12.J. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.



Academic Standards for Writing in Science and Technology*

*Grades 6 – 12
August 6, 2012*



Pennsylvania Department of Education

*Note: Draft version of the PA Core Standards, pending approval by the State Board.

PA CORE STANDARDS
(GRADES 6 - 12)
Writing in Science and Technical Subjects

VII. TABLE OF CONTENTS

Writing 8.6

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

PA CORE STANDARDS
(GRADES 6 - 12)
Writing in Science and Technical Subjects

INTRODUCTION

These standards describe what students in the social studies classroom should know and be able to do with the English language in writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards.

The English Language Arts Standards for History and Social Studies also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning. Each standard implies an end of year goal – with the understanding that exceeding the standard is an even more desirable end goal.

PA CORE STANDARDS
(GRADES 6 - 12)
Writing in Science and Technical Subjects

3.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.			
	GRADES 6 - 8	GRADES 9 – 10	GRADES 11 - 12
Text Types and Purposes	<p>CC.3.6.6-8.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>CC.3.6.9-10.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented. 	<p>CC.3.6.11-12.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented.

PA CORE STANDARDS
(GRADES 6 - 12)

Writing in Science and Technical Subjects

<p>3.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>		
<p>GRADES 6 - 8</p>	<p>GRADES 9 - 10</p>	<p>GRADES 11 - 12</p>
<p>CC.3.6.6-8.B. * Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>CC.3.6.9-10.B. * Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> • Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>CC.3.6.11-12.B. * Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> • Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. • Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

PA CORE STANDARDS
(GRADES 6 - 12)

Writing in Science and Technical Subjects

<p>3.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>			
	GRADES 6 - 8	GRADES 9 – 10	GRADES 11 - 12
Production and Distribution of Writing	<p>CC.3.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>CC.3.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	<p>CC.3.6.6-8.D. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>CC.3.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>CC.3.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
	<p>CC.3.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>CC.3.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>CC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
Research to Build and Present Knowledge	<p>CC.3.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>CC.3.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>CC.3.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
	<p>CC.3.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>CC.3.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
	<p>CC.3.6.6-8.H. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p>

PA CORE STANDARDS
(GRADES 6 - 12)
Writing in Science and Technical Subjects

3.6	Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.		
	GRADES 6 - 8	GRADES 9 - 10	GRADES 11 - 12
Range of Writing	CC.3.6.6-8.J.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.3.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.3.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

* Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.



APPENDIX C. Academic Standards for Civics and Government and Economics and Geography and History

TABLE OF CONTENTS

**Pennsylvania Core Standards for Reading in History and Social Studies* &
Pennsylvania Core Standards for Writing in History and Social Studies***

**supplement to current Academic Standards for History*

Academic Standards for Reading in History and Social Studies*

*Grades 6 – 12
August 6, 2012*



Pennsylvania Department of Education

*Note: Draft version of the PA Core Standards, pending approval by the State Board.

PA CORE STANDARDS
(GRADES 6 - 12)
Reading in History and Social Studies

VII. TABLE OF CONTENTS

Reading 8.5

Students read, understand, and respond to informational text in the content area – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range and Level of Complex Texts

PA CORE STANDARDS
(GRADES 6 - 12)
Reading in History and Social Studies

INTRODUCTION

These standards describe what students in the social studies classroom should know and be able to do with the English language in reading, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards.

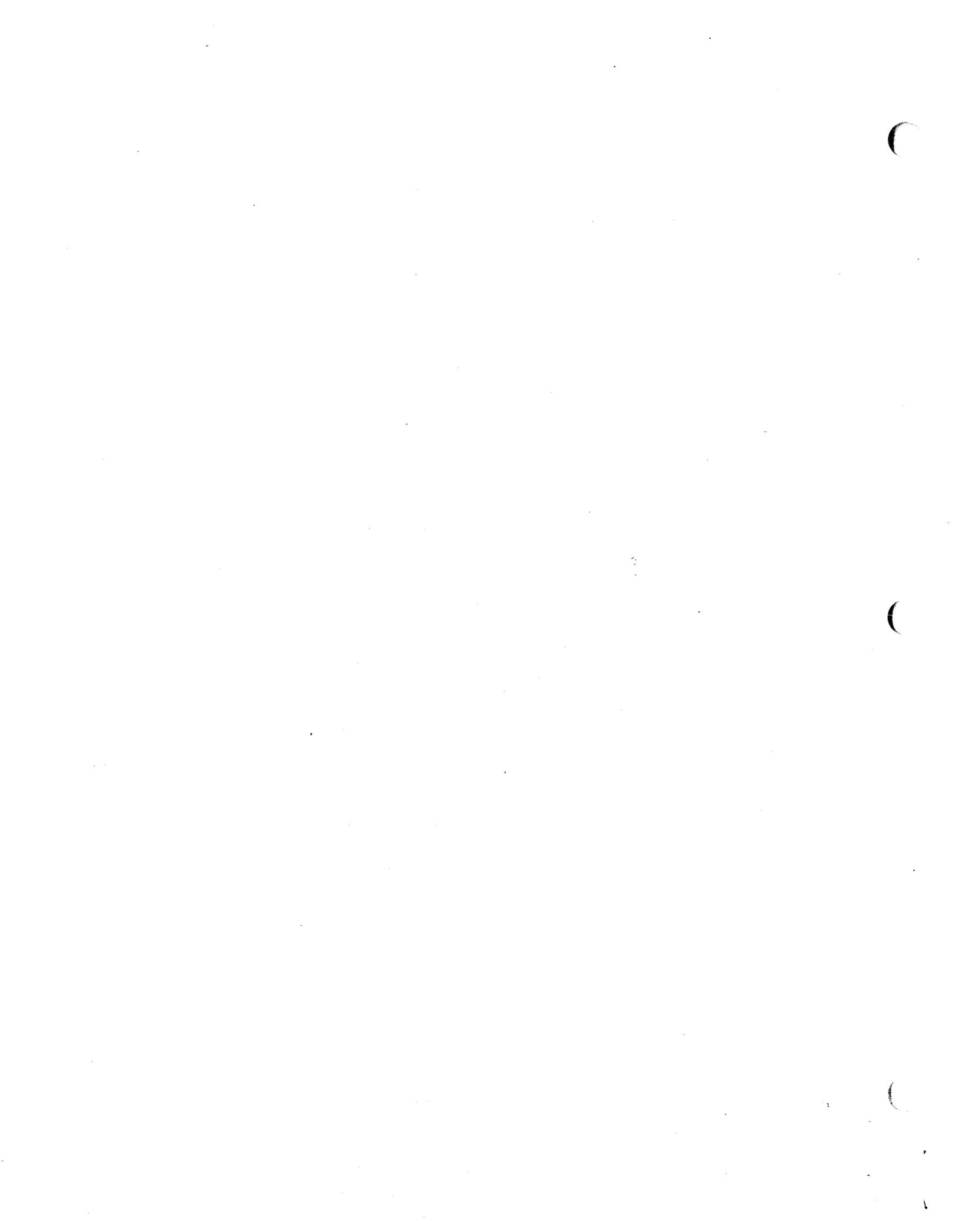
The English Language Arts Standards for History and Social Studies also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning. Each standard implies an end of year goal – with the understanding that exceeding the standard is an even more desirable end goal.

PA CORE STANDARDS
(GRADES 6 - 12)
Reading in History and Social Studies

8.5 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	GRADE 6-8	GRADE 9-10	GRADE 11-12
Key Ideas and Details	CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.	CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
	CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
	CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).	CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
	CC.8.5.6-8.F. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	CC.8.5.11-12.F. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

PA CORE STANDARDS
(GRADES 6 - 12)
Reading in History and Social Studies

8.5 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	GRADE 6-8	GRADE 9-10	GRADE 11-12
Integration of Knowledge and Ideas	CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
	CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text.	CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.	CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
	CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.	CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.	CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range and Level of Complex Texts	CC.8.5.6-8.J. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.



Academic Standards for Writing in History and Social Studies*

*Grades 6 – 12
August 6, 2012*



Pennsylvania Department of Education

*Note: Draft version of the PA Core Standards, pending approval by the State Board.

PA CORE STANDARDS
(GRADES 6 - 12)
Writing in History and Social Studies

VII. TABLE OF CONTENTS

Writing 8.6

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

PA CORE STANDARDS
(GRADES 6 - 12)
Writing in History and Social Studies

INTRODUCTION

These standards describe what students in the social studies classroom should know and be able to do with the English language in writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards.

The English Language Arts Standards for History and Social Studies also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning. Each standard implies an end of year goal – with the understanding that exceeding the standard is an even more desirable end goal.

PA CORE STANDARDS
(GRADES 6 - 12)
Writing in History and Social Studies

	8.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.		
	GRADES 6 - 8	GRADES 9 – 10	GRADES 11 - 12
Text Types and Purposes	<p>CC.8.6.6-8.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>CC.8.6.9-10.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented. 	<p>CC.8.6.11-12.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented.

PA CORE STANDARDS
(GRADES 6 - 12)

Writing in History and Social Studies

8.6	Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.		
	GRADES 6 - 8	GRADES 9 - 10	GRADES 11 - 12
	<p>CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>CC.8.6.9-10.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> • Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>CC.8.6.11-12.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> • Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. • Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

PA CORE STANDARDS
(GRADES 6 - 12)

Writing in History and Social Studies

8.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.			
	GRADES 6 - 8	GRADES 9 - 10	GRADES 11 - 12
Production and Distribution of Writing	CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	CC.8.6.6-8.D. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.8.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	CC.8.6.6-8.H. Draw evidence from informational texts to support analysis, reflection, and research.	CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.	CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

PA CORE STANDARDS
(GRADES 6 - 12)
Writing in History and Social Studies

8.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.			
	GRADES 6 - 8	GRADES 9 - 10	GRADES 11 - 12
Range of Writing	CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

* Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.



**RESPONSE TO COMMENTS
22 PA CODE CHAPTER 4**

Regulation 6-326

Academic Standards and Assessment

The State Board of Education published proposed regulations in the *Pennsylvania Bulletin* on October 6, 2012 (42 Pa.B. 6365), initiating a formal 30-day public comment period. During this period, individuals and organizations submitted 146 comments to the Board. A substantial number of the comments were form letters submitted through email.

This document provides a summary of the comments received and the Board's response to the comments.

I. Record of Comment

Listed in chronological order, the following individuals and organizations provided comment to the Board during the 30-day public comment period:

Joan L. Benso (*Pennsylvania Partnerships for Children*), Catherine Barrios, Sarah Ahmann, Deborah Pecci, Carol Zeller-Henderson, Leigh Anne Eaton, Melinda Jennings, Janice Dutton, Regina Sullivan, Jennifer Salak, Suzanne Borislow, Nathan Judge, Lani San Mateo, Elliott Seif, Susan Lee, Leslie Lewis, Sandra M. Craft, Jill Graser, Anita Borger, Juliette and Jeffrey Hyson, Vandana G. Kotapally, Michael J. Masko, Ed.D., Christine Connolly, Kelly Brent, Bernadette A. Logan, Rajesh Mathusamy, Kathleen D. Ilyes, Erika Yablonovitz, Tricia Petrane, John B. Lander, Barbara A. Lander, Kerry Puia, Micah Bertin, Chelsea E. Lander, Cheryl Boise (*Commonwealth Education Organization*), Danyll S. Lockett, Patricia Genovese, Karine P. Creamer, Kelly and Craig Bunting, Elisa A. Rodgers, Mrs. Cynthia M. Sillhart, Per Ohstrom, Marilyn Reed, Hounng Rae Cho, Christine Naegel, John Genovese, Beth L. Winters (*Pennsylvania School Boards Association*), Kevin Hodge, Lois Kaneshiki, Thomas R. Dolley, Stephanie & Walt Smith, Samuel A. Varano, Jr., Michelle Leonatti, Ann Pereira-Ogan, Deborah Wei (*School District of Philadelphia*), Gwenn Straub Mascioli, Stephanie S. Thibault, Christina Shackelford, Amy Barrie, Manu Nayak, Dr. Jason A. Conway, Fabiola Gergerich, Tom & Bobbie Pratt, Monica Seitz, Tilly Mahon, Teresa Kunzmann, Bucks County Programs and Services Advisory Council, Doreen Milot, Deborah Hawke Spencer, Kae Kirkwood, Sharon k. Leasure-Savage, Dianne Boylan, Thomas Kennane, Peter Walowen, Leesa Bella, Laura Berry, Emily Viehland, Lori Barber, Dr. Nita K. Thingalaya, MD, Frank & Christina Losos, Gerald Woods, Pamela Stephens, Benjamin Gross, Esq., Donna Gillespie, Jackie Hemenway, Alexander Kalif, Mary Kankoski, Michele Watterson, Pat Hone, Sadie LPM, Danielle Ohliger, Karren Turner, Kerry Carfano, Thomas Bogetti, Wendy Gallagher, Naomi Langford, Colleen Hroncich, Missy Brownfield, Jessica Sikora, B. Joann Curran, Carris Kocher, Denise Olczak, Mary Christine Whipple, Lynne Christman, Dr. & Mrs. Paul Spense, Michelle Faber, Stephen George,

Arlene Kreider, Deanne & Richard Mattis, David W. Patti (*Pennsylvania Business Council*), Jonathan Hare, Mr. & Mrs. Eric Pomeroy, Peg Miller, Fuyu Guan, Tina Swanson, Dr. Fran Newberg (*School District of Philadelphia*), Jim Buckheit (*Pennsylvania Association of School Administrators*), Pennsylvania State Education Association, Christina Logan, Elise Orazem, Martha McEvoy, Karen Richardson, Mark Yeager, Diane Gramley, Curtis Savage, Elizabeth Greene, Diane Spicher, Virginia Adamiak, Roland Bechtel, Kathleen Drabic, Kristin Schilling, Rosemary Fielding, Robert Wilkey, Catherine Oxendale, Dianne Kimmel Lahr, James and Mary Chuchman, Cynthia Frey, Lori Marshall, Agnes Tillerson, Julie Marburger, Melanie Tate, Beth Kloss, Amy Clemente, Gretchen Guttman and Connie D'Agostini.

In addition, the Board received comments from the Independent Regulatory Review Commission (IRRC). *See* 42 Pa.B. 7619 (Dec. 15, 2012).

II. Comment and Response

In this section, the Board responds to specific questions and concerns raised by the public during the 30-day public comment period, as well as by IRRC in its December 5, 2012 comments (State Board of Education # 6-326, IRRC # 2976). Comments and responses are grouped by topic.

LEGISLATIVE REVIEW

Comment: IRRC asked the State Board to consider whether its proposal deleting existing language that requires a Keystone Exam to count for at least one-third of a course grade, and replacing it with a mandate that a student demonstrate proficiency on a Keystone Exam to meet state graduation requirements, represents a policy decision of such magnitude that the Legislature might wish to consider choosing the proper policy through statute. To this end, IRRC encourages the State Board to seek input from the House and Senate Education Committees before delivering a final-form rulemaking. *See* 42 Pa.B. at 7620.

Response: Section 2604-B(b)(2)(v) of the Public School Code of 1949 (School Code) provides as follows: “The Council of Basic Education shall have the power, and its duty shall be to...formulate policy proposals in all educational areas not within the purview of higher education, including, but not limited to...admission, attendance, graduation and other separation requirements.” 24 P.S. § 26-2604-B(b)(2)(v). The Board, in turn, has the authority to review the rules and regulations formulated by the Council of Basic Education, adopt broad policies and principles, and establish standards governing the educational program of the Commonwealth. 24 P.S. § 26-2603-B(a); *see also* 24 P.S. § 26-2603-B(k) (“The board shall make all reasonable rules and regulations necessary to effectuate the purposes of [A]rticle [XXVI-B of the School Code] and carry out all duties placed upon it by law.) It is through these provisions of Article XXVI-B of the School Code that the Board has clear statutory authority to require proficiency on a Keystone Exam as a condition of graduation.

Nevertheless, in consideration of IRRC's comment, the Board in fact did deliver advance copies of the final-form regulation to the Majority and Minority Chairs of the House and Senate Education Committees, which serve as liaisons between the Board and members of the General Assembly, and provided time for their input prior to Board action on the final-form regulation in March 2013. Subsequent to its initial approval of a final-form regulation, the Board withdrew the final-form rulemaking from review by the Governor's Office of Policy, Office of the Budget, and Office of General Counsel to allow the Board time to reconsider the regulation in light of additional concerns raised by members of the General Assembly and members of the public. During that time, the Board appeared at public hearings before the Education Committees of both the House and Senate to discuss the final-form rulemaking. As a result of those ongoing deliberations, the Board presented a revised final-form regulation for consideration at its public meeting on September 12, 2013.

HIGH SCHOOL GRADUATION REQUIREMENTS

Comment: Commentators argued the regulation would result in high-stakes exit exams and referenced research that suggests high-stakes testing could have unintended consequences for students. IRRC noted similar concerns and asked the Board to provide acceptable data that supports the use of Keystone Exams as a standalone measure of high school graduation. *See* 42 Pa.B. at 7619.

Response: The final-form regulation continues to provide multiple pathways for meeting graduation requirements. The rulemaking maintains the option for districts to utilize Keystone Exams, validated local assessments, and AP or IB exams to measure student proficiency in Algebra I, Literature, Biology, Composition and Civics and Government. The regulation also continues to include protections provided in current law, such as retakes for students in districts that choose to use the Keystone Exams to measure graduation proficiencies (*i.e.*, students can retake exams in whole or in part), a rigorous project-based alternative for students who may not test well, and a provision guaranteeing supplemental instruction for any student who does not demonstrate proficiency. Finally, students who face extenuating circumstances or who are not successful in demonstrating proficiency on a project-based assessment may be exempted from one or more requirements through a waiver issued by a local chief school administrator. Given these multiple pathways to graduation and the required provision of support services in content areas where students demonstrate individual needs, no student will be denied a high school diploma based on a single test score.

During the initial phase of Keystone Exam implementation, the Board heard a number of concerns about incorporating a Keystone Exam score as part of a student's final course grade. Logistical concerns were raised about the practicality of administering end-of-course assessments in early May in order to return scores to schools in time to calculate grades.

Additional concerns were raised about the potential for inconsistent implementation among school districts due to the lack of a statewide grading scale. The Board also heard concerns about a provision that would require students who score below basic to receive a score of zero incorporated as one-third of their course grade, and whether it is fair not to grant any credit to students for the work they successfully accomplished. Finally, additional logistical questions were raised about how many times a student may retake a Keystone Exam and whether districts would be required to recalculate course grades if a student attained a higher score on a future Keystone Exam administration.

Further, during the initial phase of implementation, the Board received inquiries from districts that were considering using one or more Keystone Exams as a standalone measure of graduation without incorporating the exam scores into a student's course grade by adopting the Keystones as a validated local assessment. In response to these inquiries from the regulated community, the State Board in September 2010 adopted a policy to certify that use of Keystone Exams as a standalone assessment is a valid option for demonstrating graduation requirements.

The use of Keystone Exams as a standalone measure of graduation requirements, combined with the additional pathways and supports provided under current law, also is supported by the *Standards for Educational and Psychological Testing* established by the American Educational Research Association, American Psychological Association and National Council on Measurement in Education. Standard 13.5 states that "when test results substantially contribute to making decisions about student promotion or graduation, there should be evidence that the test adequately covers only the specific or generalized content and skills that students have had an opportunity to learn." Standard 13.6 states

[S]tudents who must demonstrate mastery of certain skills or knowledge before being promoted or granted a diploma should have a reasonable number of opportunities to succeed on equivalent forms of the test or be provided with construct-equivalent testing alternatives of equal difficulty to demonstrate the skills or knowledge. In most circumstances, when students are provided with multiple opportunities to demonstrate mastery, the time interval between the opportunities should allow for students to have the opportunity to obtain the relevant instructional experience.

The *Standards for Educational and Psychological Testing* further support the final rulemaking in the following excerpt addressing fairness in testing:

For example, when tests are used for promotion and graduation, the fairness of individual interpretations can be enhanced by (a) providing students with multiple opportunities to demonstrate their capabilities through repeated testing with alternate forms or through other construct-equivalent means, (b) ensuring students have had adequate notice of skills and content to be tested along with other appropriate test preparation material, (c) providing students with curriculum and instruction that affords them the opportunity to

learn the content and skills that are tested, and (d) providing students with equal access to any specific preparation for test taking (e.g., test taking strategies).

The final rulemaking comports with these standards by providing students with unlimited opportunities to take a Keystone Exam to demonstrate proficiency, providing an alternative project-based assessment, and requiring students to engage in supplemental instruction before a second attempt on a Keystone and before being able to participate in a project-based assessment. The state assessment system further comports with these standards through the establishment of assessment anchors and eligible content that clearly communicate the academic content that will be assessed.

Comment: Commentators expressed opposition to the inclusion of Keystone Exam scores as part of a student's course grade.

Response: The final-form regulation removes the requirement that Keystone Exam scores be included in the calculation of a student's final course grade.

Comment: One commentator suggested that the Department allow school districts to assess on an individual basis the weight of a Keystone Exam score when determining whether a student has successfully completed a course or qualified for a high school diploma.

Response: As noted above, the Board heard a number of concerns about including Keystone Exam scores as part of students' course grades, including logistical concerns about the timing to administer exams, the potential for inconsistent implementation across districts, and potentially recalculating course grades if students make multiple attempts at a Keystone Exam. For these reasons, the Board disagrees with the commentator's suggestion.

Comment: Commentators opposed the development of Keystone Exams in subjects beyond Algebra I, Biology and Literature.

Response: Keystone Exams in broader subject areas are required by statute. Act 82 of 2012 amended section 121 of the School Code to require, subject to annual appropriations, that the Department of Education develop and implement Keystone Exams in the following subjects: Algebra I, Literature, Biology, English Composition, Algebra II, Geometry, United States History, Chemistry, Civics and Government, and Word History. *See* 24 P.S. § 1-121 (relating to Keystone Exams). Act 82 further directed the State Board to promulgate regulations necessary to implement this provision of the School Code. *Id.*

Comment: Commentators expressed concern that the rulemaking would result in a narrowing of instruction to tested subjects and "teaching to the test."

Response: This regulation does not create a state-mandated curriculum. School districts are required to align their curriculum to the state academic standards, a requirement that has been in place since academic standards were established in Chapter 4 in January 1999. While districts

have significant flexibility in the design and delivery of instruction, all districts are to educate students to proficiency in all 12 sets of state academic standards. As stated in Chapter 4, districts may go beyond these standards and graduation requirements; in other words, Chapter 4 sets a floor, not a ceiling.

Comment: One commentator noted that the Department has not conducted a study related to the validity or reliability of Keystone Exams for use as high-stakes assessments or for determining college or career readiness.

Response: Chapter 4 currently directs the Department to conduct a validity study of Keystone Exams at least once every five years. The research study must determine the degree to which Keystone Exams and performance level cut scores are: valid for the purposes for which they are used; aligned with state academic standards; aligned with performance levels of other states; internationally benchmarked; and predictive of college and career success. The current provisions of Chapter 4 require the Department to convene a State Assessment Validation Advisory Committee to advise the Department on its plans for the study. The Department has convened an Advisory Committee that includes representatives of the Department, State Board, educators, and higher education; and the process of designing a Keystone Exam validation study is underway.

Comment: One commentator suggested the Keystone Exam cut scores should not be used for determining proficiency on exit exams because educators who participated in the standards setting process may have made different decisions based on how the exams would be considered relevant to graduation determinations. The commentator suggested that new cut scores be established.

Response: Keystone Exam cut scores were developed by Pennsylvania educators and approved by the State Board. The process used to establish cut scores considers student performance on a set of academic standards relative to an exam's associated performance level descriptors. This process does not change based on how an exam is utilized. Therefore, the commentator's proposal to establish new cut scores would cause the Department and Board to engage in an unnecessary, duplicative process.

Comment: One commentator asserted that the regulations limit the number of Keystone Exam retake opportunities, thereby reducing students' chances to achieve success.

Response: The commentator is incorrect in the assertion that the regulations limit the number of times a student who is not proficient may retake a Keystone Exam. To ensure clarity to the regulated community in this regard, the final-form regulations specify that there is no limit to the number of times a student who has not demonstrated proficiency may retake a Keystone Exam or exam module.

Comment: One commentator proposed allowing students who are English language learners (ELL) to receive a high school diploma if they show adequate progress according to the ACCESS test administered to ELL students each spring and if they successfully complete an academic program aligned to the Pennsylvania English Language Proficiency Standards.

Response: The Board disagrees with the commentator. The current provisions of Chapter 4 already allow for ELL students to be provided with appropriate accommodations when participating in Keystone Exams. *Accommodations Guidelines for English Language Learners* are available on the Department's publicly accessible website. The final-form regulation further requires that supplemental instruction for students who do not demonstrate proficiency on a Keystone Exam must be consistent with a student's educational program, which would ensure that supplemental services provided to ELL students are in sync with the student's identified language development needs.

The final-form rulemaking provides for additional considerations that are relevant to ELL students. The regulation directs school districts to determine whether students who transfer from out-of-state, including students who transfer from other countries, already have demonstrated the academic proficiencies required for graduation based on coursework and assessments completed in the student's prior place of residence. The final-form rulemaking also allows the local chief school administrator to grant waivers of graduation requirements on a case-by-case basis for students who are not able to successfully demonstrate proficiency on a project-based assessment or for students facing extenuating circumstances, including frequent transfers or transfer from an out-of-state school in grade 12. Finally, Keystone Exams in Algebra I and Biology are available in Spanish and, upon its implementation, the Department plans to make a Spanish version of the Keystone Exam in Civics and Government available as well.

Comment: IRRC notes that the regulation requires the Secretary of Education to develop guidelines to inform determinations of whether students who transfer from out-of-state already have demonstrated proficiency on assessments congruent with academic standards assessed by each Keystone Exam. IRRC asks whether the guidelines will be in place prior to completion of the regulatory package. *See* 42 Pa. B. at 7621.

Response: The final-form rulemaking clarifies the Board's intention that the Secretary shall develop guidance to assist local school districts, AVTSs, charter schools and cyber charter schools in determining whether students transferring from out-of-state have demonstrated required proficiencies through coursework and assessments completed in the student's prior place of residence. The Department is actively working to complete this guidance by Fall 2013.

Comment: The Board received comment expressing both support and opposition to eliminating the culminating project as a graduation requirement beginning in the 2016-2017 school year. IRRC notes that the preamble prepared for the proposed rulemaking does not

explain why the requirement is being eliminated and asked the Board to explain the basis for this decision. *See* 42 Pa.B. at 7621.

Response: Retaining the requirement for all students to complete a culminating project could pose logistical difficulties for school districts by creating duplicative project requirements for students participating in project-based assessments. School districts would maintain authority to require students to complete a culminating project as a local graduation requirement.

Comment: One commentator questioned whether the regulation fails to include a path for students to take a Keystone Exam prior to taking the associated coursework.

Response: The commentator is incorrect in the assertion. Section 4.24(c)(1)(iii)(A)(I)-(III) of Chapter 4 allows students to take a Keystone Exam prior to taking the associated coursework. To ensure this provision is implemented consistently across school districts, the final-form regulation clarifies the Board's intention that the opportunity to take a Keystone Exam should be made available to students who demonstrate academic excellence, as measured by the most recent associated Pennsylvania System of School Assessment exam. The final-form regulation further clarifies that, while all districts must make the opportunity to take an exam available to students who excel academically, whether a student receives course credit for taking a Keystone Exam and attaining a score of advanced remains a local decision.

Comment: One commentator asked whether the regulation would include exceptions for students with disabilities.

Response: The current provisions of Chapter 4 provide that the graduation requirements listed in Chapter 4 apply to students with disabilities only if the student's individualized education plan (IEP) so designates.

Comment: One commentator stated that the administration of Keystone Exams will occur too early in the school year to ensure that students have received full instruction in the associated course content.

Response: The final-form regulation removes the connection between Keystone Exams and course grades, allowing the exams to be administered later in the year than would be necessary to include scores in final course grades. Further, Chapter 4 currently provides for school districts, AVTSSs, charter schools and cyber charter schools to request that the Department approve alternative test administration and scoring timeframes.

Comment: Commentators suggested that separate Keystone Exams in literature and composition are duplicative and unnecessary.

Response: The Keystone Exams in literature and composition each measure distinct components of the Commonwealth's English Language Arts standards and are not duplicative in the content they assess. The literature exam measures student proficiency in reading

comprehension, while the composition exam assesses student proficiency in communicating clearly and effectively in a written format.

Comment: Commentators stated that the Keystone Exam in Civics and Government will require restructuring of high school curricula to restructure the associated coursework at different grade levels.

Response: Chapter 4 does not mandate when school districts provide instruction in academic standards related to Civics and Government and does not require districts to adjust their current associated coursework to a particular grade level. Districts have local flexibility to determine when to best provide instruction in the state's Civics and Government standards.

Comment: Commentators questioned whether the regulation would provide flexibility for high-performing schools and additional support for struggling schools.

Response: The final-form regulation maintains current provisions of Chapter 4 that provide for school districts to use a validated, locally-developed assessment in lieu of Keystone Exams to assess student proficiency for graduation. Likewise, the final-form regulation maintains current provisions of Chapter 4 that require the Department to provide supports to school districts, AVTSs, charter schools and cyber charter schools in developing educational programs that enable students to attain state academic standards, specifically including voluntary model curriculum and diagnostic supports aligned with the academic standards assessed by Keystone Exams; assistance in developing effective tutoring, remediation and extended instructional time programs; opportunities for professional development designed to improve instruction in the content areas assessed by Keystone Exams; and technical guidance in developing local assessments.

Comment: One commentator noted that the proposed rulemaking failed to reference an alternate measure of proficiency for graduation for career and technical education (CTE) students that previously was approved by the Board.

Response: The Board agrees that the pathway to graduation approved by the Board in a statement of policy issued on November 18, 2010, should be reflected in the final-form rulemaking. The statement of policy approved by the Board was developed in consultation with the State Assessment Validation Advisory Committee, which is currently comprised of Pennsylvania educators, Department staff, State Board members, representatives of higher education, and CTE representatives. The final-form rulemaking includes the recommendation of the Advisory Committee to require CTE students to demonstrate proficiency in state assessments required for accountability purposes via a Keystone Exam, local validated assessment or project-based assessment, and allow CTE students to demonstrate proficiency in other state graduation requirements by attaining a score of competent or advanced on an occupational skills assessment.

PROJECT-BASED ASSESSMENT

Comment: Commentators expressed concern over the required duration of supplemental instruction before a student who does not demonstrate proficiency on a Keystone Exam is able to participate in a project-based assessment. Commentators requested that districts be provided greater flexibility with supplemental instruction and that the project-based assessment be made available to students at an earlier point.

Response: The Board agrees that the provision included in its proposed rulemaking requiring students below grade 12 to participate in at least two school years of supplemental instruction (or the equivalent for schools that operate on a block schedule) before being able to participate in a project-based assessment could delay access to a project-based assessment too long after a student has taken the associated coursework. The final-form regulation provides greater flexibility by allowing students below grade 12 to participate in a project-based assessment after two attempts at a Keystone Exam and satisfactory participation in supplemental instruction. Further, the final-form regulation maintains flexibility for local school districts to determine how supplemental instruction will be delivered and does not mandate that students participate in one-size-fits-all programming.

Comment: One commentator expressed concerns about cost, time and staffing to implement project-based assessments and requested that the Department's proposed implementation procedures be subject to public rulemaking. The commentator further requested that school districts have the option of developing their own project-based assessments using multiple measures or other systems in lieu of being required to use the state-developed projects. Finally, the commentator requested that local scoring of projects be permitted.

Response: Implementation procedures for project based assessments (PBA) described on the Department's Standards Aligned System website were informed by PBA field tests conducted in Spring 2013. Further, the Department works with a committee that includes education practitioners in developing PBAs. The Board disagrees that PBA implementation procedures should be subject to public rulemaking given that the procedures and the project themselves are informed by the experience of districts with PBAs via the field tests, and are further informed by education practitioners involved in the project development committee.

Preliminary feedback from districts that participated in the Spring 2013 field tests indicated that online projects were an effective means of engaging students in this work. Further, school districts have varying capacity to develop project modules aligned to the Keystone Exams. The state-developed projects are closely aligned to the Eligible Content of the Keystone Exams and assess the rigor of the assessments. The use of statewide panels to score PBAs provides for projects to be scored by a neutral party to further ensure consistency in the implementation of PBAs. Therefore, to maintain consistency in the alignment and rigor of PBA,

the Board disagrees with the commentators suggestions that the regulation provide for alternative projects and alternate scoring procedures.

Finally, as noted elsewhere in this document, the final-form regulation removes the requirement for a culminating project, which will alleviate potentially duplicative project requirements for some students and allow districts to refocus staff time on project-based assessments.

ACCOUNTABILITY

Comment: Commentators questioned the Department's authority to administer Keystone Exams in Algebra I, Biology and Literature to serve as the Commonwealth's high school level single accountability system in the 2012-2013 school year. Commentators expressed concern that the Keystone Exams had not yet been approved by the U.S. Department of Education to replace the 11th grade Pennsylvania System of School Assessment (PSSA) for that purpose, as required by 22 Pa. Code § 4.51(e)(14).

Response: In January 2013, the U.S. Department of Education confirmed that Pennsylvania may use the Keystone Exams for the purpose of accountability until such time as the federal peer review process becomes available.

Comment: IRRC suggested that the final-form rulemaking specify how banking of Keystone Exam scores would be administered and used to determine whether a school entity made adequate yearly progress (AYP) when a student reaches 11th grade. *See* 42 Pa.B. at 7621.

Response: After the Board submitted its proposed rulemaking, the U.S. Department of Education granted approval of Pennsylvania's ESEA Waiver application. Under the parameters of the approved waiver, AYP is no longer used for accountability purposes. Therefore, the commentator's suggestion is no longer relevant since AYP is no longer utilized by the Commonwealth. Some components of AYP, such as attendance and graduation rates, still will be reported to the public as part of Pennsylvania's new statewide accountability system. Growth (as determined by the Pennsylvania Value Added Assessment System) will be reported for students who take a Keystone-related course and the corresponding Keystone Exam in the same year for educator effectiveness purposes. However, their achievement performance level (below basic, basic, proficient or advanced) will be banked until 11th grade for accountability purposes.

COST

Comment: Commentators expressed concerns that the regulatory analysis does not fully reflect the overall fiscal impact to school districts, including costs for such procedures as redesigning curriculum, remediation and project-based assessments.

Response: The Board's regulatory analysis addresses the fiscal impact of the revisions made to Chapter 4 by the final-form rulemaking. The final-form rulemaking does not impose

new costs for remediation or project-based assessments. Provisions requiring certain students to participate in supplementary instruction and providing for project-based assessments are current requirements of Chapter 4 that took effect in 2010 and do not represent new costs imposed by the rulemaking currently before the Board. Further, requirements establishing project-based assessments and mandating supplemental instruction for students who do not demonstrate proficiency on a Keystone Exam underwent review by the House Education Committee, Senate Education Committee and Independent Regulatory Review Commission prior to their enactment in 2010.

Rather, the final-form rulemaking will provide relief to school districts by reducing the number of Keystone Exams developed and administered to measure academic proficiencies for graduation from 10 exams to five exams. This reduction in testing subsequently will reduce the number of subjects for which supplemental instruction is mandated from 10 to five and reduce the number of Keystones for which project-based assessments must be developed and administered from 10 to 5. The regulation provides further relief to school districts by eliminating the requirement for culminating projects at the high school level and removing the requirement that districts engage in strategic planning via a state-mandated timeframe and state-prescribed format.

With regard to redesigning curriculum, there is an expectation that districts, having local control, regularly engage in a cycle of curriculum renewal. The Board's final rule published in the *Pennsylvania Bulletin* at 40 Pa.B. 5903 on October 16, 2010, initiated a multi-year implementation period for revised academic standards to provide districts time to adjust local curriculum cycles accordingly to prepare for the revised standards. The regulatory analysis produced at that time identified a negligible cost to the regulated community to incorporate standards revisions into curriculum and instructional practice due to the high degree of alignment between the revised standards and current state standards, supportive resources available from the Department on its Standard Aligned Systems website, and the statutory requirement for educators to participate in ongoing professional development. That analysis identifying a negligible cost to implement standards' revisions was deemed approved by the House Education Committee and Senate Education Committee and approved by the Independent Regulatory Review Commission in August of 2010. In recognition of the subsequent refinements made to the standards by this final rulemaking, the current rulemaking extends the implementation period further.

TRANSCRIPTS

Comment: One commentator requested clarity on whether student transcripts represent dynamic data contained within a student information system, dynamic electronic documents that change during the course of a student's progress through high school, static documents that are printed at graduation, or something else.

Response: The final-form regulation clarifies that the information presented on student transcripts must include the highest performance level demonstrated at the time the transcript is produced. Therefore, a student transcript represents a dynamic document that may change over the course of a student's high school career. Whether a transcript is produced in electronic or print format is a local determination.

Comment: One commentator requested clarity on the school year that Keystone Exam performance levels must begin to be presented on student transcripts. Likewise, the commentator requested clarity on whether PSSA scores must be presented on student transcripts for the graduating class of 2013.

Response: The final-form regulation clarifies that the current provision of Chapter 4 requiring PSSA scores to be presented on student transcripts will remain in effect through the 2012-2013 school year. The final-form regulation further clarifies that performance levels in subjects assessed by a Keystone Exam must be reported on student transcripts beginning in the 2016-2017 school year – the year Keystone Exams will take effect as state graduation requirements. The transcript must include the highest performance level demonstrated on a Keystone Exam, a locally validated assessment or a project-based assessment.

Comment: Commentators requested clarity on whether students or their parents may elect not to have Keystone Exam performance levels reported on student transcripts. Further, a commentator questioned whether allowing an opt-out of including Keystone Exam performance levels would lead to inconsistent reporting of results and would require additional resources for schools to track and monitor student permissions to release Keystone performance levels.

Response: The final-form regulation clarifies that parents and students may not opt-out of having proficiency in state graduation requirements reported on student transcripts. The regulation requires that performance levels in subjects assessed by a Keystone Exam must be reported on student transcripts beginning in the 2016-2017 school year – the year Keystone Exams will take effect as state graduation requirements. A transcript must include the highest performance level demonstrated on a Keystone Exam, a locally validated assessment, or a project-based assessment.

Comment: One commentator sought clarity on whether student transcripts must include performance levels for each module of a Keystone Exam, given that each Keystone Exam contains two modules.

Response: Students do not receive performance levels for each Keystone module. Therefore, only an overall Keystone performance level would be reported on a student transcript.

Comment: One commentator sought and IRRC suggests clarity on whether school districts must include performance levels on student transcripts in a consistent fashion or whether how such information is presented is a local decision. For example, the commentator asked

whether performance levels may be reported by: scaled score only, scaled score and performance level, performance level only, or score and chart showing the proficiency cut points.

Response: The final-form regulation requires performance levels (advanced, proficient, basic or below basic) in subjects assessed by a Keystone Exam to be reported on student transcripts beginning in the 2016-2017 school year. The inclusion of performance levels, as opposed to solely reporting scale scores, provides the clearest means of communicating whether a student met graduation requirements to members of the higher education community and employers. A transcript must include the highest performance level demonstrated either on a Keystone Exam, locally validated assessment or project-based assessment.

While the regulation requires all transcripts to include performance levels, it does not mandate how such information must be presented and does not preclude school districts from presenting additional information on student transcripts.

WAIVERS

Comment: IRRC questioned the need to include waiver provisions that were provided for in both § 4.24(k) and § 4.51(n) of the proposed rulemaking and suggested that the Board consider consolidating the provisions or, at a minimum, review both sections to ensure they are consistent and do not conflict with one another. *See* 42 Pa.B. at 7622.

Response: The Board agrees that two discrete sections addressing waivers are unnecessary. The final-form rulemaking consolidates provisions related to the granting of waivers for state graduation requirements into a new comprehensive § 4.51d.

Comment: One commentator suggested that decisions regarding whether a student will receive a diploma should not lie with the Secretary of Education and suggested that such authority is contrary to school districts' authority to grant diplomas. The commentator requested that chief school administrators be authorized to grant waivers to graduation requirements upon approval by a local school board. The commentator further asserted that authorizing chief school administrators to grant waivers would ensure that the sum of a student's achievement would be properly reflected in waiver determinations and asserted that determinations made by the Secretary would be based on state-developed tests and not broader factors. The commentator proposed that the Department could establish guidelines for local governing boards and administrators to consider in issuing waivers.

Response: The Board agrees that waiver determinations should lie with the local chief school administrator. The final-form regulation has been revised to vest such authority with chief school administrators, rather than with the Secretary of Education. In line with the commentator's proposal that the Department could establish guidelines to be considered in local waiver determinations, the regulation requires a chief school administrator to certify that a student has met certain criteria prior to issuing a waiver.

Comment: One commentator suggested waiver determinations made by the Secretary be treated as an adjudication under the Administrative Agency Law (2 Pa.C.S. §§ 501-08, 701-04).

Response: The Board disagrees with the commentator. The final-form regulation was revised to place waiver determinations with the local chief school administrator rather than with the Secretary of Education. Local chief school administrators have access to information that will allow them to execute waiver determinations in a timely manner based on a student's full academic record. The final-form rulemaking was further revised to reflect that the waiver process does not confer an individual right on any student, and that the decision of a chief school administrator concerning a waiver request is not an adjudication.

STRATEGIC PLANNING

Comment: IRRC requested an explanation as to why the Board is deleting strategic plan requirements. IRRC also requested that the Board address the concern that stakeholders will still have an opportunity to participate in the development and review of the other plans prior to implementation or submittal to the Department or Secretary. See 42 Pa.B. at 7620. Commentators expressed concern that strategic plans establish a form of accountability, as well as instructional supports and measureable goals to improve student achievement.

Response: Chapter 4 currently requires each school district and AVTS within the Commonwealth to complete a strategic plan. Strategic plans must be submitted to the Department every six years and revised every three years. As a result of this process, each school district and AVTS within the Commonwealth, including those who are low performing and those who did not achieve AYP, currently have a strategic plan.

Although the Board recognizes the potential benefits of strategic planning, the current process emphasizes the inputs rather than the outcomes and, as a result, has not positively impacted student learning in many of the Commonwealth's lowest performing schools. Strategic planning, as defined by Chapter 4, is a costly and prescriptive process that allows for little local control by requiring plans to be developed via a state-prescribed process and a state-prescribed timeframe. The elimination of strategic planning requirements in Chapter 4 does not preclude school districts and AVTSs from continuing to engage in their own strategic planning process. Rather, it will allow districts and AVTSs to focus their efforts and limited resources on a process they feel is meaningful and meets the specific needs of their students.

The Board agrees with commentators that stakeholders should have an opportunity to participate in the development and review of the six plans that are required by Chapter 4 – educator professional development, educator induction, special education, gifted education, student services and early childhood education. The final-form rulemaking requires local governing boards to offer a minimum 28-day public comment and inspection period prior to adoption of those local plans. It also is worth noting that section 1205.1 of the School Code (24 P.S. § 12-1205.1) establishes requirements for educators and administrators to be engaged in

developing plans for educator professional development and that Chapter 49 of the State Board's regulations requires that educators be engaged in developing plans for teacher induction.

Comment: Chapter 4 currently requires graduation requirements to be part of a school district's strategic plan. IRRC indicates that the regulation should address where local high school graduation requirements must be specified if the state-mandated strategic planning process is no longer required.

Response: Section 4.24(a) of the final-form regulation specifies that local high school graduation requirements must be published and distributed to students, parents and guardians, and that copies of the requirements be made available in each school building or on each school entity's publicly available website. Local graduation requirements that are adopted to comply with final-form revisions to Chapter 4 must be made available within six months of the regulation's publication in the *Pennsylvania Bulletin*, and any subsequent changes to local graduation requirements must be communicated to students, parents and guardians immediately following approval by a school's governing body.

Comment: One commentator noted that by removing the requirement for schools and districts to develop and maintain strategic plans, parents, students and teachers potentially lose a voice in the process and are subject to the decisions of school boards.

Response: The elimination of strategic planning increases local flexibility by allowing school entities to determine what planning process best meets their needs. Further, the Board has addressed concerns about stakeholder input by amending the final-form regulation to require a minimum 28-day public comment and inspection period for the six plans required in Chapter 4.

Comment: One commentator noted that the elimination of the strategic plan will hurt efforts to provide students with a coherent and comprehensive curriculum.

Response: The elimination of a state-prescribed strategic planning process does not negate a school entity of its responsibility to design a curriculum that achieves the state academic standards and allows for students to develop knowledge and skills in English language arts, mathematics, science and technology, environment and ecology, social studies, arts and humanities, career education, health, safety and physical education, and family and consumer science. School entities should continue to plan independent of state requirements using a process that best meets the school entity's needs for curriculum development.

Comment: One commentator noted that strategic plans allow for school districts to set short-term and multi-year organizational goals that guide the curriculum and delineate how all academic areas, including those not tested, contribute to student achievement. This process allows time for programs and curricula to impact student achievement, and the periodic reviews offer schools and the district the opportunity to reflect on students' achievement.

Response: Under the proposed changes to Chapter 4, school entities may continue to establish short-term and multi-year organizational goals, but in a manner that is most logical, valuable and conducive to local timelines and student needs. School entities who find the current process to be the most logical, valuable and conducive to local needs may continue to engage in that process independent of a state requirement. The Board encourages school entities that do not find this process to be meaningful to refocus their efforts and resources on initiatives that better support their students.

Comment: One commentator requested that the proposed elimination of strategic plans and the prescribed strategic planning process be rejected and instead be streamlined to avoid redundancies and improve the process. The commentator recommended that the streamlined process include: 1) participation in the planning process by representatives of all stakeholders; 2) measureable goals for student achievement; 3) descriptions of planned instruction, assessment practices, and instructional supports; 4) explanations of the personnel and resources needed to achieve the goals; and 5) plans for early childhood education, early intervention programs and transition programs.

Response: The Board disagrees with the commentator's recommendation and asserts that the process is the most efficient and streamlined by affording local entities greater flexibility. The proposed elimination of strategic planning does not negate school districts and AVTSs from all planning requirements; but in cases where a state and/or federal mandate does not exist, it is the Board's position that local school boards should determine if the planning process is meaningful, and if so, when it occurs, who participates and what it includes. The current process has not rendered a consistent and positive result statewide, and, as such, local entities should determine its impact on their students.

School entities may consider and implement the commentator's proposed process if they feel it best meets the needs of their students.

Comment: One commentator noted that the attempt to reduce the burden of LEA planning actually further complicates the LEA's efforts and creates isolation, confusion and uncertainty in the field.

Response: The Board disagrees with the commentator's statement and believes that the proposed elimination of strategic planning simplifies local efforts by allowing local entities to create a planning process that is most valuable to their school district or AVTS. School entities that feel the current process is the most logical should continue to utilize it for local planning purposes. The Board encourages school entities that do not find this process to be meaningful to refocus their efforts and resources on initiatives that better support their students.

Comment: One commentator recommended that Chapter 4 recognize the Comprehensive Planning (CP) process as the state-sanctioned planning process and data collection tool to satisfy Chapter 4's current strategic planning requirements, federal planning requirements under No

Child Left Behind, and additional state and federal mandates. The commentator believes the process should be adopted based on the recorded LEA needs of a CP process; complexity of regulatory requirements made simple by the CP process; unifying quality of the CP process with PDE initiatives; recorded and observed field experiences of LEAs and schools using the CP process; and adaptability and relief offered by the CP process.

Response: The Board rejects the commentator's proposal to recognize the Comprehensive Planning process as the state-sanctioned planning process. The elimination of strategic planning does not impact the process by which school entities fulfill and submit additional state and federal planning requirements. School entities continue to submit their required plans according to their state/federal requirements.

ACADEMIC STANDARDS

Comment: Commentators expressed opposition to Common Core Standards and assert that the standards represent national education standards authored by private organizations.

Response: Common Core Standards began as an initiative of states across the country, including Pennsylvania, in cooperation with the National Governors Association and the Council of Chief State School Officers. These standards were not imposed upon the Commonwealth, and Pennsylvania retains sovereign authority over its academic standards.

In 2010, both the Board and IRRC approved Common Core Standards as the Commonwealth's academic standards in English Language Arts and mathematics and provided for a three-year implementation period. *See* 40 Pa.B. 5903 (Oct. 16, 2010); 42 Pa.B. 7619 (Dec. 15, 2012). Prior to its adoption of Common Core in 2010, the Board took a number of steps to inform its decision to approve the standards. The Board commissioned an alignment study from the University of Pittsburgh that found the Common Core to be well-aligned with revised academic standards already under consideration by the Board both in terms of content and degree of rigor. The Board also convened four public hearings across the Commonwealth prior to adoption of the standards to provide an opportunity for input from the regulated community and members of the public.

The final-form rulemaking would rescind the Common Core Standards and replace them with state-specific Pennsylvania Core Standards. The Pennsylvania Core Standards were developed by Pennsylvania educators in consultation with staff of the Pennsylvania Department of Education to meet the needs of the Commonwealth. Names of Pennsylvania educators involved in this process are identified in the Regulatory Analysis Form prepared for the final-form regulation.

Comment: Commentators cite a Pioneer Institute publication estimating a \$650 million implementation cost to the Commonwealth to implement Common Core Standards.

Response: Since the adoption of revised academic standards in English Language Arts and Mathematics in 2010, the Department has expended \$204,355 on implementation to support standards' alignment, revisions to Pennsylvania System of School Assessment (PSSA) assessment anchors, and the development of Eligible Content related to the revised standards.

Further, the charts submitted by a commentator estimating technology, professional development and textbook/materials costs at \$650 million are labeled as "costs for states in PARCC and SBAC." Those acronyms refer to the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter-Balanced Assessment Consortium (SBAC), two state-led efforts developing assessments aligned to the Common Core Standards. Pennsylvania currently is not a governing state in either assessment consortium, meaning the Commonwealth has not made a commitment to utilize either assessment. Further, the final-form regulation prohibits the Commonwealth from becoming a governing state in either consortium and expresses the Board's intention to not utilize these national assessments as part of the state assessment system. Therefore, cost estimates specific to the requirements of those assessment consortium are not directly relevant and do not reflect the Commonwealth's plan for implementation of its academic standards and related state-specific assessments.

Comment: One commentator opposes the adoption of state-specific Pennsylvania Common Core standards and supports retaining the Common Core Standards in mathematics and English Language Arts to facilitate familiarity with labeling of standards and information sharing among teachers across states.

Response: The Department has developed resource guides for teachers that provide a cross-walk between Common Core and the state-specific Pennsylvania Core Standards. These cross-walks allow educators to see how Common Core labeling corresponds to Pennsylvania Core Standards' labeling. The cross-walks and other resource materials to support the implementation of Pennsylvania Core Standards are available to educators and the public on the Department's Standards Aligned System website.

MISCELLANEOUS COMMENTS

Comment: IRRC suggested that the definition of Keystone Exams lacks clarity and should be expanded to fully reflect the purpose and use of the exams. *See* 42 Pa.B. at 7621.

Response: In the final-form regulation, the definition of Keystone Exams has been expanded to clarify that designated exams will be used to determine, in part, a student's eligibility for high school graduation.

Comment: IRRC requested that the Board explain the need to change § 4.4(d)(4) to strengthen the security of state assessments by narrowing and refining parents and guardians' rights to review the assessments. *See* 42 Pa.B. at 7620.

Response: The Department is undertaking revisions to security protocols related to the administration of state assessments that address proctoring of exams, secure transmittal of completed exams and more. The proposal to limit review of state assessments by parents and guardians to circumstances where the parent or guardian must determine whether they have a religious objection to the assessment will further enhance the Department's more comprehensive changes to test security. Further, the transparency of information regarding state assessments is greater than ever before. The Department's Standards Aligned System website includes sample PSSA questions by grade level, sample Keystone Exam questions by subject, descriptions of state assessments' related performance levels, information about how state assessments are scored, and assessment anchors and eligible content that are publicly accessible to parents or guardians at any time.

Comment: One commentator stated that the regulation will increase the amount of test administrations school districts must annually administer.

Response: The final-form regulation reduces the number of Keystone Exams required to demonstrate proficiency for graduation from 10 to five. Three exams in Algebra I, Biology and Literature would take effect as graduation requirements beginning with the class of 2016-2017, and two additional exams in Composition and Civics and Government would come online with the graduating classes of 2018-2019 and 2019-2020, respectively, subject to funding from the General Assembly. Thus, the final-form regulation would reduce the amount of state-level testing currently required by Chapter 4.

Comment: One commentator noted that parents will be permitted to review state assessments only to determine whether the parent has a religious objection to the assessment and asked at what point parents will be permitted to review the results.

Response: Chapter 4 provides that parents and guardians must be provided the right to review a state assessment to determine whether they have a religious objection to the assessment in the school entity during hours convenient for parents and guardians at least two weeks prior to the administration of the assessment.

Comment: IRRRC notes that section 4.51 (State Assessment System) addresses several topics, including state assessments as measured by the PSSA; state assessments as measured by the Keystone Exams; supplemental instruction for students that did not score proficient on a Keystone Exam; Keystone Exams as a graduation requirement; the development of additional Keystone Exams subject to funding by the General Assembly; project-based assessments and waivers. IRRRC requests that the Board break the complex section into more easily understandable and more specific sections to assist the regulated community with compliance. See 42 Pa.B. at 7621.

Response: The final-form regulation responds to IRRRC's request for clarity by reorganizing section 4.51 of the proposed rulemaking into five discrete sections relevant to

assessment. Section 4.51 consolidates current provisions of Chapter 4 relevant to state assessments generally into one comprehensive section. A new section 4.51a addresses provisions specific to the PSSA and a new section 4.51b addresses provisions specific to Keystone Exams. The final-form regulation also includes new sections addressing project-based assessments (section 4.51c) and waivers (section 4.51d).

Comment: IRRC notes that certain terms in section 4.51 of the proposed rulemaking are used in a generic way when a more precise, defined term would be clearer. *See* 42 Pa.B. at 7621.

Response: In addition to reorganizing the final-form regulation to provide shorter, more specific sections and reorganizing certain provisions for better flow, the final-form regulations include a definition for state assessment, clarify terminology to consistently refer to PSSA assessments rather than PSSA instruments, and consistently refer to performance levels rather than levels of proficiency.

Comment: IRRC suggests that section 4.51(a) of the proposed rulemaking be amended to indicate that the state assessment system is tied into graduation requirements to fully reflect the purposes of the state assessment system delineated in this section (a). *See* 42 Pa.B. at 7621.

Response: The Board agrees with IRRC. The relevant section of the final-form regulation expands provisions addressing the purposes the state assessment is designed to serve to include assessing student proficiency in academic standards for English Language Arts, Mathematics, Science and Technology and Environment and Ecology, and Civics and Government, to demonstrate, in part, a student's eligibility for high school graduation.

Comment: IRRC notes that the response to Regulatory Analysis Form question # 8 provides an incorrect citation of its statutory authority for the regulation. *See* 42 Pa.B. at 7622.

Response: The citation has been corrected in the Regulatory Analysis Form prepared for the final-form regulation.

Comment: IRRC noted that the Annex to the proposed rulemaking was not formatted to show that the existing Appendix A is being deleted and being replaced by a new Appendix A. *See* 42 Pa.B. at 7622.

Response: The final-form rulemaking has been formatted to show that the existing Appendix A is being placed in reserve. Relevant provisions of Chapter 4, along with the new Appendix, have been formatted to reference the Pennsylvania Core Standards included in the new Appendix A-2.

Comment: Commentators requested that the Board extend the public comment period on the proposed regulation.

Response: The Board invited stakeholder participation in drafting proposed revisions to Chapter 4 through a series of statewide public hearings conducted in the winter of 2012. At that time, the Board also invited individuals who were unable to participate in the hearings to submit written comment to the Board. Based on public input received during that initial comment period, the Board advanced a proposed regulation that was adopted by the Board in May 2012. The proposed revisions to Chapter 4 adopted by the Board then were made publicly available on the Board's web site for more than four months before the Board commenced an official 30-day public comment period. Further, from the time the Board announced that it would conduct public hearings on Chapter 4 through the Board's adoption of an initial final-form regulation in March 2013, there were 14 meetings of the State Board of Education and the Board's Council of Basic Education, all of which included an opportunity for members of the public to comment on regulations currently before the Board.

The Board subsequently withdrew its initial final-form regulation to provide additional time to reconsider concerns expressed by members of the public and the General Assembly. During this time, the Board appeared before the Education Committees of both the House and Senate to discuss the regulation and provided an opportunity for additional public comment before the Board at its public meetings on July 10, 2013 and September 11-12, 2013. Given the multiple opportunities to engage with the Board, in both verbal and written formats and in multiple locations across the Commonwealth, the Board feels that it has provided adequate opportunity for public comment.

Comment: One commentator asserted that the Board did not provide adequate public notice of opportunities for stakeholder involvement and that the facility selected for a public meeting of the Board made public access difficult.

Response: Public notices of Board meetings and meetings of the Committee on Academic Standards/Chapter 4 were made in accordance with the Sunshine Act. The Board went above and beyond the requirements of the Sunshine Act by posting notice of its meetings on the Department's publicly accessible website, by maintaining a list of stakeholders who expressed interest in matters related to Chapter 4, and by providing electronic notification to those stakeholders of the Board's public meetings and opportunity for comment.

Further, the Board selected the Pittsburgh facility of the Pennsylvania Training and Technical Assistance Network (PaTTAN) to host a public hearing on Chapter 4. PaTTAN is a Department of Education facility affiliated with the Bureau of Special Education. The initiative's Pittsburgh location has in place security procedures necessary to access its parking garage, and such security protocols were relayed to members of the public who expressed interest in attending in advance of the meeting. While members of the public registered to attend the advertised public hearing on Chapter 4 in Pittsburgh as observers, the meeting ultimately was cancelled because no members of the public registered to provide testimony to the Board. Thus, there would be no proceedings to observe.

**Commonwealth of Pennsylvania
State Board of Education
22 PA Code Chapter 4
Regulation 006-326
Published in PA Bulletin
October 6, 2012
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COMMONWEALTH OF PENNSYLVANIA
STATE BOARD OF EDUCATION

October 18, 2013

Mr. David Sumner
Executive Director
Independent Regulatory Review Commission
14th Floor, 333 Market Street
Harrisburg, PA 17101

Dear Mr. Sumner:

Enclosed is a copy of a final-form regulation approved by the State Board of Education (22 Pa. Code, Chapter 4 – Academic Standards and Assessment, #006-326) for review and action by the Commission pursuant to section 5.1(c) of the Regulatory Review Act. The regulation also is being delivered today to the House and Senate Standing Committees on Education.

The State Board of Education will provide the Commission with any assistance it requires to facilitate a thorough review of this final-form regulation.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Karen Molchanow".

Karen Molchanow
Executive Director

cc: Acting Secretary Carolyn Dumaresq
Gregory Dunlap, Esq.
Aaron Shenck

**TRANSMITTAL SHEET FOR REGULATIONS SUBJECT TO THE
REGULATORY REVIEW ACT**

I.D. NUMBER: 6-326
SUBJECT: ACADEMIC STANDARDS AND ASSESSMENTS
AGENCY: STATE BOARD OF EDUCATION

TYPE OF REGULATION

- Proposed Regulation
- X Final Regulation
- Final Regulation with Notice of Proposed Rulemaking Omitted
- 120-day Emergency Certification of the Attorney General
- 120-day Emergency Certification of the Governor
- Delivery of Tolled Regulation
 - a. With Revisions
 - b. Without Revisions

2013 OCT 18 PM 1:28

RECEIVED
IRRC

FILING OF REGULATION

<u>DATE</u>	<u>SIGNATURE</u>	<u>DESIGNATION</u>
<i>HOUSE COMMITTEE ON EDUCATION</i>		
10/18/13	<i>Norma Ovales</i>	MAJORITY CHAIR <u>Rep. Clymer</u>
10/18/13	<i>April Chumbe</i>	MINORITY CHAIR <u>Rep. Roebuck</u>
<i>SENATE COMMITTEE ON EDUCATION</i>		
10-18-13	<i>Frank A. Schemm</i>	MAJORITY CHAIR <u>Sen. Folmer</u>
10/18/13	<i>Chris Helt</i>	MINORITY CHAIR <u>Sen. Dinniman</u>
10/18/13	<i>K Cooper</i>	<i>INDEPENDENT REGULATORY REVIEW COMMISSION</i>
_____	_____	<i>ATTORNEY GENERAL</i> (for Final Omitted only)
_____	_____	<i>LEGISLATIVE REFERENCE BUREAU</i> (for Proposed only)

Rep. G. J. ...
Rep. K. ...

Sen. ...
Sen. ...

...