

## Guidelines for Interpreting and Scoring Benchmarks

**4.4:** *All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice.*

### **I. What does this benchmark indicate for school performance?**

This benchmark indicates that the school community recognizes the importance of involving adults in community service programs to further develop their faith experiences and serve as role models to students. The school has established a culture of Christian service and social justice. Opportunities for involvement are extended to all adults in the school community.

### **II. As a review team member, what evidence do I look for?**

These are some questions which will help to frame this item:

- How does the school define “all adults in the school community”?
- In what Christian service programs is the school involved?
- How do these programs align with Catholic social teachings?
- How are adults invited to participate in these Christian service programs?
- To what extent are the adults in the school community able to recommend and/or design service projects?
- Does the Christian service program include any preparatory opportunities for the adults to understand the teachings of the Church regarding social justice and to recognize the Gospel’s call to action?
- Does the Christian service program provide for Gospel reflection and sharing on the experience following each project?
- Is there any assessment of the effectiveness of these service programs and opportunities for future planning?

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### III. What are the key differences between the levels of the rubric?

#### At level **3-Fully Meets Benchmark**,

a program exists that invites all the adults in the community to participate in service programs that operate according to Christian service and Catholic social justice principles. The majority of adults participate in this program.

#### At level **4-Exceeds Benchmark**,

the adults in the community are all involved in service programs that operate according to Christian service and Catholic social justice principles. Adults have gone through a discernment process to ascertain how to serve, where to serve, and engage in meaningful Gospel reflection about the role that service plays in their spiritual development.

#### At level **2-Partially Meets Benchmark**,

programs are made known to adults in the community inviting them to participate in service programs that operate according to Christian service and Catholic social justice principles.

#### At level **1-Does Not Meet Benchmark**,

there is no formal program to inform adults in the community of the dimension of service in a Christian context.

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### IV. What are some key suggestions for improvement?

#### **To move from level 1 to level 2,**

- Promote Christian service opportunities and engage more adults to participate in Christian service programs.
- Shift the culture of the school to reflect a focus on participation in such service programs.

#### **To move from level 2 to level 3,**

- Develop a specific plan to invite all adults to participate in Christian service programs.
- Create a plan of action to shift the culture of the school to make participation in these projects an expected norm.

#### **To move from level 3 to 4,**

- Ensure that all adults in the school community are actively engaged in participation in Christian service programs.
- Make participation and reflection on the service program a part of faculty formation.
- Conduct regular reviews of the program soliciting input from the adults involved in the program(s).

### V. What are key terms for common understanding? (Refer to NSBECS Glossary for terms listed below.)

Christian service programs