

Guidelines for Interpreting and Scoring Benchmarks

9.3: *Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.*

I. What does this benchmark indicate for school performance?

Benchmark 9.3 is about creating and sustaining a variety of programs and activities to expand the academic program and enhance education of the whole child -- creative, aesthetic, social/emotional, physical and spiritual capabilities. Activities aligned **with the curriculum** are defined as **co-curricular**; activities supplemental to the academic curriculum are **extra-curricular**. Evidence for this benchmark describes growth of students outside of the classroom as a result of participation in these activities.

A school that “fully meets” this benchmark offers a full range of co-curricular and extra-curricular activities to all students; descriptions of activities include clear outcomes that address one or more of the dimensions of learning -- creative, aesthetic, social/emotional, physical, and/or spiritual.

Data about the number of activities the school provides, activity outcomes connected to purposes for enhancing various capabilities, anecdotal reports of student development including self-report or reflection by students or significant adults, and numbers of students enrolled in and attending co-curricular and extra-curricular activities provide evidence for the robust and pervasive nature of these activities, their intended outcomes, and the growth and development of students participating in the activities. Activities of this sort are a priority for the school as evidenced by regular budgetary funds dedicated to these activities and regular staffing for these activities as noted in an organizational chart and or a strategic plan.

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

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

- Are co-curricular and extra-curricular activities available for all students? How many students participate in co-curricular activities? Extra-curricular activities? Why are some students not involved in activities? How might all school personnel work to engage the uninvolved?
- What are the purposes and intended outcomes of co-curricular and extra-curricular activities? How are co-curricular activities aligned with the curriculum?
- How do co- and extra- curricular activities help students identify their gifts and talents?
- Considering categories of capabilities; creative, aesthetic, social/emotional, physical, and/or spiritual, which co- and/or extra-curricular activities connect to each of these capabilities?
- What kind of data is available to demonstrate the effectiveness of co- and extra-curricular activities? Does data indicate significant differences between academic achievement of students involved in co-curricular activities/extra-curricular activities and students not involved in these activities? Have surveys been distributed to students and parents/guardians to demonstrate growth in identification and development of students' gifts and talents? If so, what do these assessments indicate about the effectiveness of activities for student growth?
- In what ways have the administrators, teachers, and other school personnel collaborated with students and parents/guardians to be sure all categories of capabilities; creative, aesthetic, social/emotional, physical, and/or spiritual are represented among the variety of co- and extra-curricular activities? What are their purposes and intended outcomes?
- What contributions do parents/guardians make to the co- and extra-curricular activities? What percentage of co- and extra-curricular activities includes parent/guardian contributions?
- What means of communication are utilized to convey the availability of co- and extra-curricular activities to parents/guardians, students, and the broader community? How frequently are the communications delivered?
- How are students' accomplishments in co- and extra-curricular activities recognized? Are all accomplishments recognized equitably?
- Are funds allocated for these activities in the school budget on a regular basis? Which person or persons connected to the school are responsible for the creation, administration, maintenance, and improvement of these activities?

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

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

co-curricular and extra-curricular activities are available for all students. The purposes and intended outcomes of these activities are aligned with the curriculum and/or highlight and grow students' gifts and talents and enhance creative, aesthetic, social/emotional, physical and spiritual capabilities. At this level students, parents/guardians, and school personnel describe these activities as fully integrated into the life of the school.

At level **4-Exceeds Benchmark**,

co-curricular and extra-curricular activities are available and integrated into the mission and life of the schools for all students and communication of these opportunities is clear, regular, and consistent to all members of the school community. Activities are reviewed and evaluated for continuous improvement. Input from parents/guardians is solicited to assure that there is balanced and robust emphasis on the arts, faith based activities, and physical, likely athletic, activities. In addition, students who participate in these activities are recognized and evidence of this recognition is available by way of programs and flyers from events and notation of these events on the official school calendar. Such events are held on a regular basis.

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

co-curricular and extra-curricular activities are available for some students and may exist in some areas and not others. The school culture does not engender participation for all students. The co-curricular and extra-curricular activities that exist do not foster capabilities in all areas; creative, aesthetic, social/emotional, physical and spiritual capabilities of students.

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

co-curricular and extra-curricular activities for the most part do not exist in the school or they are weighted in one area that unfairly dominates use of resources. Only a few select students have opportunities to participate.

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IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Explore student interests in co-curricular and extra-curricular activities and examine reasons not currently offered.
- Explore interests of faculty and parents to initiate these activities. If a few activities exist, explore means to expand participation for more students.
- Increase the number of students involved in co-curricular and extra-curricular activities and expand the variety of activities available.

To move from level 2 to level 3,

- Expand the number of students involved in co-curricular and extra-curricular activities so that all students are welcomed and invited and most participate.
- Clearly align the outcomes and purposes of the co-curricular activities with the curriculum and with the schools mission and vision.
- Define outcomes and purposes of extra-curricular activities clearly and enhance creative, aesthetic, social/emotional, physical and spiritual capabilities of students
- Create an organizational chart demonstrating the purposes, outcomes and connected category of capability.
- Budget for on-going financial support for co- and extra-curricular activities and designated personnel with responsibility for the initiation, development, maintenance, assessment and new programming.

To move from level 3 to level 4,

- Consistently recognize student participants through regularly scheduled events or sequence of events that take place in addition to opportunities for co-curricular and extra-curricular activities for all students.
- Balance the variety of co- and extra-curricular activities in terms of emphasis on the various categories of capabilities--creative, aesthetic, social/emotional, physical, and spiritual and parents/guardians assist with achieving the balance.
- Communicate about these activities to all members of the school community and the broader community in a systematic, planned, pervasive manner.

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

Co-curricular activity

Extra-curricular activity

Gifts

Talents

Aesthetic

Spiritual Experiences

Community-wide communication