

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmark: 8.1

School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

Level 4 Exceeds Benchmark	School-wide and student data generated by a variety of tools including standardized and norm referenced evaluations are used to monitor, review, and evaluate an aligned curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance. Faculty members whose students consistently fail to demonstrate appropriate academic growth engage in targeted professional development to improve instructional skills. Teachers of students who consistently demonstrate appropriate academic growth are recognized for their facilitation of student learning. Faculty are engaged in robust assessment of co-curricular programs, including peer and self-assessment.
Level 3 Fully Meets Benchmark	School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.
Level 2 Partially Meets Benchmark	School-wide and student data are generated by one or two tools and are sometimes in some subject areas used to monitor, review, and/or evaluate the curriculum and/or co-curricular programs. Student growth is minimally addressed and data is minimally used or not used to monitor or assess faculty performance.
Level 1 Does Not Meet Benchmark	School-wide and student data are not systematically generated or are generated but not used to monitor, review, or evaluate the curriculum. Student growth is not shared and reviewed by faculty and assessment of faculty performance is not contingent upon student data.
Possible Sources of Evidence	<ul style="list-style-type: none"> • Standardized test data • Classroom assessment data • Student growth data

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	<ul style="list-style-type: none">• Data for co-curricular programs• Analysis of student growth data connected to teacher of record• Co-curricular evaluations• Awards connected to co-curricular programs (student scholarships for music performance, debate, etc.)• Curriculum evaluations• Growth planning templates• PLC decisions, meeting minutes
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