

*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: 8.5**

Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

Level 4 Exceeds Benchmark	All faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics that results in improved student achievement, revised curriculum, and/or adjusted instructional practice. Professional learning communities set shared goals and objectives for improved student achievement measures. Revision and adjustment for curriculum and instruction are shared with the professional learning community for feedback and comment. At a school-wide meeting each professional learning community engages in school wide sharing of the planning and outcomes associated with each professional learning community.
Level 3 Fully Meets Benchmark	Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics. These learning communities meet frequently and intentionally with defined criteria for goals and objectives guiding their work. Faculty teams meet regularly at scheduled meetings on school time during which goals and benchmarks for improvement based on shared student learning data are revised and adjustments are made to curriculum and instruction to improve student achievement.
Level 2 Partially Meets Benchmark	Faculty collaborate in professional learning communities to monitor student learning.
Level 1 Does Not Meet Benchmark	Faculty do not collaborate in professional learning communities. Student learning is monitored only by individual teachers.

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Possible Sources of Evidence	<ul style="list-style-type: none"><li>• Professional learning community rosters</li><li>• Minutes or notes from professional learning community meetings</li><li>• Common assessments</li><li>• Common rubrics</li><li>• Curriculum maps</li><li>• Professional learning communities meeting schedule</li><li>• Professional learning communities goals and objectives</li><li>• Professional learning communities S.M.A.R.T. goals and record of demonstrated achievement</li></ul>
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