

Guidelines for Interpreting and Scoring Benchmarks

2.5: *Faculty uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.*

I. What does this benchmark indicate for school performance?

This benchmark indicates that the faculty has a fluency and affinity for Scripture and the Catholic intellectual tradition. Faculty members are able to make that knowledge meaningful in the context of the students' lives and use subject areas to demonstrate opportunities to think critically and ethically about choices and consequences of choices. Age and developmentally appropriate instruction, performance, discussion, and projects, including service projects, provide opportunities to learn and practice these skills.

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

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

- Do professional development plans for faculty formation include understandings of the Gospel and the Catholic intellectual tradition?
- Are assessments of the faculty's ability to interpret and instruct with these lenses used?
- Do student assessments measure students' ability to think critically and ethically about the world around them?
- Do faculty or professional learning community meeting agendas demonstrate intentional discussions and curriculum planning on the use of Scripture and the Catholic intellectual tradition?
- Do curriculum outcomes reflect an expectation that Scripture is used throughout the school? How are these measured?

Guidelines for Interpreting and Scoring Benchmarks

2.5: *Faculty uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.*

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

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

faculty infuse Scripture and the Catholic intellectual tradition in their lessons. Examples of student work and communications reflect critical thinking arising from these efforts in all subject areas.

At level **4-Exceeds Benchmark,**

faculty planning, student work, school communications and activities reflect an active engagement with moral discussions formed in Scripture and the Catholic intellectual tradition. Students demonstrate the ability to make connections across curricular lines based upon their encounter with the Catholic intellectual tradition.

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

the curriculum does not provide evidence that faculty use the lenses of Scripture and/or Catholic intellectual tradition in all subjects.

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

little attention is given to the use of Scripture and Catholic intellectual tradition to help students learn to think critically and ethically. The faculty, itself, is not adequately prepared to access and utilize these sources.

Guidelines for Interpreting and Scoring Benchmarks

2.5: Faculty uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.

IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Work together as a faculty and an administration to understand what is meant by a Scriptural lens and the Catholic intellectual tradition.
- Create meaningful common learning experiences to bring clarity and increase comfort levels of the adults in the building before designing student exercises.
- Provide students with effective critical and ethical thinking about the world around them.

To move from level 2 to level 3,

- Determine the best manner of integrating Scripture and the Catholic intellectual tradition into the school's academic culture across all disciplines.
- Create pilot programs to test and evaluate the progress of the effort.

To move from level 3 to 4,

- Develop regular opportunities in all subject areas for students to participate in lectures, group discussion, debates, etc. that allow them to demonstrate their growing understanding and assimilation of Scriptures and the Catholic intellectual tradition.
- Embed performance assessments in the curriculum.
- Aligned service projects and other experiences with the school objectives to attain this goal.
- Use the faculty work with Scripture and the Catholic intellectual tradition as a basis for further faculty growth and development.

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

Catholic Intellectual Tradition