

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.

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| 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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Benchmark: 8.2

School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

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| Level 4 Exceeds Benchmark | School-wide and aggregated student data are normed to appropriate populations. This data is consistently shared with all stakeholders in a clear, effective manner to be most transparent. |
| Level 3 Fully Meets Benchmark | School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders. |
| Level 2 Partially Meets Benchmark | School-wide and aggregated student data are sometimes but not consistently normed to appropriate populations or are sometimes but not consistently shared regularly, routinely with all stakeholders. |
| Level 1 Does Not Meet Benchmark | School-wide and aggregated student data are not normed to appropriate populations and/or are not easily accessible to all stakeholders. |
| Possible Sources of Evidence | <ul style="list-style-type: none">• Newsletters• Standardized test data• Data from similar populations• School website• Communication with families• Communication with parishes• Communication with invested community members and supporters of Catholic schools• Newspaper articles• Information in various forms of media --websites, television, parish bulletins, journals and magazines, etc.• Electronic communications concerning student data |

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Benchmark: 8.3

Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

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| Level 4 Exceeds Benchmark | Faculty in all subject areas use a variety of curriculum-based assessments aligned with learning outcomes, curriculum-based instructional practices, and individual student needs to assess student learning, including formative, summative, authentic performance, and student self-assessment. Faculty adjust instructional practices based on data from assessments. |
| Level 3 Fully Meets Benchmark | Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment. Faculty adjust instructional practices based on data from assessments. |
| Level 2 Partially Meets Benchmark | Faculty use some variety of assessments although traditional assessments (selected and constructed response) are most prevalent. Faculty do not routinely adjust instructional practices based on data from assessments. |
| Level 1 Does Not Meet Benchmark | Faculty do not use a full range of varied assessments including formative, summative, authentic performance, and student self-assessment. Or, the assessments are not aligned to the agreed upon curriculum. |
| Possible Sources of Evidence | <ul style="list-style-type: none">• Assessments• Curriculum guides• Crosswalk/Comparative Analysis for assessments and curriculum guides for purposes of alignment• Crosswalk/Comparative Analysis for assessments and instructional practice for purposes of alignment• Faculty analysis of data related to curriculum |

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| | <ul style="list-style-type: none">• Instructional planning documents• PLC meeting notes• Assessment planning documents• Curriculum maps |
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Benchmark: 8.4

Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

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| Level 4 Exceeds Benchmark | Criteria used to evaluate student work and the reporting mechanisms are aligned with curriculum, valid, consistent, transparent, justly administered, easily accessible by students and families, and understood at the outset of assignments. Faculty meet regularly to ensure validity and build inter-rater reliability of assessments. Criteria are based on national best practices and shared with parents/guardians and students. |
| Level 3 Fully Meets Benchmark | Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered. Faculty collaborate to develop school-wide criteria for valid assessment of students. Parents/guardians and students understand the criteria and can easily access reports. |
| Level 2 Partially Meets Benchmark | Teachers use communicated criteria to evaluate student work. Validity and transparency of criteria and implementation across teachers and classes are inconsistent. |
| Level 1 Does Not Meet Benchmark | Criteria used to evaluate student work and the reporting mechanisms are inconsistent, not valid, not shared and/or unjustly administered. |
| Possible Sources of Evidence | <ul style="list-style-type: none">• Rubrics• Web-based grade reporting• Assessment aligned to the curriculum• Value added/growth data• Criteria for evaluation distributed when assignments are given• Verification and/or citations for validity of criteria• Professional Learning Community meeting notes |

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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.

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| 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">• Professional learning community rosters• Minutes or notes from professional learning community meetings• Common assessments• Common rubrics• Curriculum maps• Professional learning communities meeting schedule• Professional learning communities goals and objectives• Professional learning communities S.M.A.R.T. goals and record of demonstrated achievement |
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