

National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 3: An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

Benchmark: 3.1

Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.

Level 4 Exceeds Benchmark	Students learn and can lead a variety of forms of prayer; students are involved in the design of prayer services; students regularly serve in a variety of roles in the liturgy; liturgy is celebrated frequently as a school or class community.
Level 3 Fully Meets Benchmark	Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.
Level 2 Partially Meets Benchmark	Prayer is evident throughout the school day, and liturgy is celebrated a few times a year, such as on special feast days.
Level 1 Does Not Meet Benchmark	Prayers are not a regular part of the school day, or prayers are said in a perfunctory manner, or opportunities for a growing prayer life or for Eucharistic celebration are scarce.
Possible Sources of Evidence	<ul style="list-style-type: none">• Schedule of liturgies• School calendar showing prayer services• Curriculum guides and lesson plans or maps showing teaching and practice of liturgical prayer, traditional Catholic prayers, devotional prayers (such as the rosary), meditative prayers (such as <i>lectio divina</i>), and spontaneous prayer.• Schedule of Eucharistic adoration• Classroom and school liturgy observations• List of students who lead prayers, serve as altar servers or readers• Liturgical aids (student created)

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Benchmark: 3.2

Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.

Level 4 Exceeds Benchmark	Retreat experiences (on or off site) are an integral part of student life at all grade levels. When age appropriate, students have the opportunity to participate in the planning of retreats or other spiritual events. Students are given frequent opportunities to participate in guided reflection on their life experiences and faith (as in such daily practices such as the Examen or Direction of Intention).
Level 3 Fully Meets Benchmark	Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.
Level 2 Partially Meets Benchmark	Students are offered a retreat on an infrequent or irregular basis, with minimal opportunity for reflection on life experiences.
Level 1 Does Not Meet Benchmark	No retreat or reflective experiences are offered to all students in a timely, regular, and age-appropriate way.
Possible Sources of Evidence	<ul style="list-style-type: none">• Retreat schedules for class retreats• Schedules for Days of Recollection or similar special programs• School day schedules show time set aside for reflection• Observation

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Benchmark: 3.3

Every student participates in Christian service programs to promote the lived reality of action in service of social justice.

Level 4 Exceeds Benchmark	Every student participates in some form of Christian service, choosing from multiple opportunities in a variety of areas serving social justice, locally and globally, continually throughout the school year, clearly making the connection of such action with Gospel and Catholic faith teachings.
Level 3 Fully Meets Benchmark	Every student participates in Christian service programs to promote the lived reality of action in service of social justice. Intentional connection to Gospel values and Catholic faith teachings are offered as rationale for engaging in service.
Level 2 Partially Meets Benchmark	Some students participate in Christian service programs offered at specified times in the school year (Thanksgiving or Christmas, for instance) to promote the lived reality of action in service of social justice.
Level 1 Does Not Meet Benchmark	The school is not involved in offering opportunities for students to participate in Christian service programs to promote the lived reality of action in service to social justice. When service is undertaken, no intentional connection is made with Gospel values and Catholic faith teaching.
Possible Sources of Evidence	<ul style="list-style-type: none">• Record of food, clothing, school supply and toy drives facilitated by the school• Age-appropriate letter-writing campaigns to legislatures or other entities in support of social justice• Student reflections connecting service to Gospel values and Catholic teaching• Photos, videos, media coverage, social media, and narrative depictions of students' experiences of service• Witness given by those served

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Benchmark: 3.4

Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.

Level 4 Exceeds Benchmark	Every person working in the school community, regardless of position, understands and demonstrates that they are role models of faith and service for social justice to every student and outstanding examples of such abound. This is a clear and well-communicated expectation for employment in the school.
Level 3 Fully Meets Benchmark	Every student experiences role models of faith and service for social justice among the administrators, faculty and staff. Being a role-model for faith and service is a consideration in hiring. This is an expectation of the school.
Level 2 Partially Meets Benchmark	Some students experience role models of faith and service for social justice, and a few administrators, faculty and staff perceive their role as serving as such role models.
Level 1 Does Not Meet Benchmark	Administrators and/or faculty and staff do not perceive their functions to be that of role models of faith and service for social justice to students, and students do not experience such role models among their administrators, faculty and staff.
Possible Sources of Evidence	<ul style="list-style-type: none">• Lists of administrators, faculty and staff serving as extraordinary ministers of Holy Communion, lectors, or other visible roles in their parishes as well as at school liturgies.• Lists of administrators, faculty and staff visibly participating in social justice activities such as human trafficking awareness actions, respect life activities, fair trade or local farmer support initiatives, migrant worker pay or safety initiatives.• Perception surveys from students and parents