

National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark: 7.5

Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

Level 4 Exceeds Benchmark	Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. Affective dimensions of learning are sequenced and articulated for all grade levels and/or subject areas and incorporate Gospel values.
Level 3 Fully Meets Benchmark	Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. Unit and lesson plans show deliberate attention to such things as perseverance, risk taking, collaboration, self-regulation, initiative, etc. Affective dimensions of learning incorporate Gospel values.
Level 2 Partially Meets Benchmark	Classroom instruction is sometimes designed to address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and/or habits of mind. This occurs on an ad hoc basis dependent on teacher's interest.
Level 1 Does Not Meet Benchmark	There is no expectation that the affective dimensions of learning are intentionally addressed in classroom instruction.
Possible Sources of Evidence	<ul style="list-style-type: none">• Lesson plans• Curriculum guides• Graded course of study• Published programs to develop affective dimensions of learning i.e. materials from the Committee for Children• Staff members with expertise in such areas - mental health therapists, school counselors, school psychologists, etc.• Professional development for faculty and staff on topics such as non-academic barriers to learning, social and emotional development of children

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	<ul style="list-style-type: none">• Objectives and curriculum in the affective domain• Rubrics that include the affective dimensions of learning
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