

National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 9: An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

Benchmark: 9.3

Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

Level 4 Exceeds Benchmark	Co-curricular and extra-curricular activities provide opportunities outside the classroom for all students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities. These activities frequently involve students' parents/guardians and give evidence of the school's commitment to balance activities in all these areas. Communications regarding these activities are continuous and consistent for all activities. The school takes responsibility for community-wide communication and recognition of student accomplishments in these activities and shares them regularly.
Level 3 Fully Meets Benchmark	Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.
Level 2 Partially Meets Benchmark	Some co-curricular and/or extra-curricular activities exist to give opportunities outside the classroom for students to further identify and develop their gifts and talents, but not in all areas (creative, aesthetic, social/emotional, physical, and spiritual); the needs and interests of many students are not represented in the offerings (students want band and all they have is football, for instance).
Level 1 Does Not Meet Benchmark	Co-curricular and extra-curricular activities do not exist or exist minimally, giving few students accessibility.

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Possible Sources of Evidence	<ul style="list-style-type: none">• Descriptions of co-curricular and extra-curricular activities• Percent of students engaged in co-curricular and extra-curricular activities• Student reflections, assessments or surveys before and after taking part in co-curricular and extra-curricular activities• Survey of parents/guardians satisfaction with co-curricular and extra-curricular activities, as well as, reflection on student growth of gifts and talents• Budget allocations for extra and co activities• Awards and recognitions• Evidence of communication of available activities• Personnel allocation
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