



**Exemplary Recognition – Academic Excellence Rubric**

Academic Excellence				
<b>STANDARD 6:</b> An excellent Catholic school has a qualified leader/ leadership team empowered by the governing body to recognize, prioritize, and successfully embody the school’s mission and vision.				
<b>STANDARD 7:</b> An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.				
<b>STANDARD 8:</b> <i>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.</i>				
Application Statement	Highly Effective	Effective	Somewhat Effective	Ineffective
<b>CURRICULUM</b>				
7.1 The curriculum adheres to appropriate, delineated curriculum standards in every subject area, and is vertically and horizontally aligned to ensure that each student successfully completes a rigorous and coherent sequence of academic courses based on the curriculum standards. 7.2 The curriculum integrates Catholic worldview, spiritual, moral, and ethical dimensions of learning in all subjects.				
1 The curriculum adheres to the Archdiocese of Milwaukee policies/guidelines and curriculum standards, ensuring that each student successfully	The curriculum fully adheres to Archdiocese policies and standards, is highly rigorous and coherent, seamlessly aligned vertically and horizontally, and consistently supports all students in achieving and exceeding expectations.	The curriculum adheres to most Archdiocese policies and standards, provides rigor and coherence, demonstrates strong alignment, and supports most students in meeting expectations, with minor gaps.	The curriculum partially adheres to Archdiocese policies and standards, shows limited rigor and coherence, has partial alignment, and inconsistently supports student achievement and progression.	The curriculum minimally adheres to Archdiocese policies and standards, lacks rigor and coherence, is poorly aligned, and fails to effectively support student achievement and progression.

<p>completes a sequence of rigorous and coherent expectations/courses based on vertically and horizontally aligned standards.</p>				
<p>2. The curriculum in all content areas integrates Catholic values, embedding religious, spiritual, moral, and ethical dimensions into both content and pedagogy.</p>	<p>Catholic values are deeply integrated into all aspects of the curriculum, applied across all content areas, reflected in instructional practices, and profoundly enhance student moral, spiritual, and ethical development.</p>	<p>Catholic values are regularly integrated into most aspects of the curriculum and content areas, reflected in instructional practices, and positively impact student learning and development, though with some inconsistencies.</p>	<p>Catholic values are occasionally integrated into the curriculum and some content areas, with limited connection to instructional practices and inconsistent impact on student learning.</p>	<p>Catholic values are minimally integrated into the curriculum, rarely applied across content areas or reflected in instructional practices and have little to no impact on student learning and development.</p>
<p><b>INSTRUCTION</b></p> <p>7.4 Curriculum and instruction provide students with the knowledge, experience, understanding, and skills to communicate, collaborate, and think critically and creatively for the common good.</p> <p>7.5 Curriculum and instruction empower students to responsibly use and evaluate technology for research, computation, innovation, communication, and collaboration.</p> <p>7.6 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as Catholic virtue, intellectual and social-emotional dispositions, relationship and community building, and skills of executive function.</p> <p>7.7 To ensure the inclusion of and to meet the needs of diverse learners, classroom instruction utilizes current research in interventions, student accommodation, and curriculum modification.</p>				

<p>3. Students develop and apply critical thinking skills to conduct research, manage projects, solve problems, and make informed decisions guided by Gospel values, utilizing technology effectively and responsibly.</p>	<p>Students consistently demonstrate advanced critical thinking, effectively use digital tools, excel in project management and research, and make informed, ethical decisions guided by Gospel values.</p>	<p>Students regularly apply critical thinking, effectively use technology, manage projects, conduct research, and make ethical decisions guided by Gospel values, with occasional gaps in depth or consistency.</p>	<p>Students occasionally apply critical thinking, inconsistently use technology, manage projects, and conduct research, and demonstrate limited application of Gospel values in decision-making.</p>	<p>Students rarely demonstrate critical thinking, effective use of technology, project management, or research skills, and show minimal application of Gospel values in their decisions.</p>
<p>4. Classroom instruction engages and motivates all students, addressing their diverse needs by applying current research in interventions, accommodations, and curriculum modifications.</p>	<p>Instruction consistently engages and motivates students, addresses diverse needs with tailored strategies, integrates research-based practices, and implements effective accommodations and modifications for equitable learning.</p>	<p>Instruction regularly engages and motivates students, addresses most diverse needs, incorporates research-based practices, and implements accommodations and modifications with occasional gaps in consistency or depth.</p>	<p>Instruction occasionally engages students, inconsistently addresses diverse needs, applies research-based practices sporadically, and uses accommodations and modifications with limited effectiveness.</p>	<p>Instruction rarely engages students, fails to address diverse needs, lacks research-based practices, and provides minimal accommodations or modifications, leading to inequitable learning experiences.</p>
<p>5. Classroom instruction intentionally addresses the affective dimensions of learning by fostering intellectual and social dispositions, building relationships, and developing habits of mind.</p>	<p>Instruction consistently fosters intellectual and social dispositions, emphasizes strong relationship building, develops habits of mind, and is intentionally designed to integrate affective and academic dimensions seamlessly.</p>	<p>Instruction regularly promotes intellectual and social dispositions, supports relationship building, develops habits of mind, and considers affective dimensions, though some areas lack depth or consistency.</p>	<p>Instruction occasionally addresses intellectual and social dispositions, builds relationships, and develops habits of mind, but efforts are inconsistent and lack intentional integration.</p>	<p>Instruction rarely addresses affective dimensions, including intellectual and social dispositions, relationship building, and habits of mind, with minimal integration into academic content.</p>
<p>6. Teachers apply their expertise in subject</p>	<p>Teachers demonstrate deep subject knowledge, apply innovative</p>	<p>Teachers show solid subject knowledge, use effective pedagogy,</p>	<p>Teachers display basic subject knowledge, inconsistently apply</p>	<p>Teachers demonstrate limited subject knowledge, rarely apply effective</p>

matter, pedagogy, and technology to create experiences that promote student learning, creativity, and innovation.	pedagogy, seamlessly integrate technology, and consistently design experiences that foster creativity, critical thinking, and innovation.	regularly integrate technology, and promote creativity and innovation, with occasional gaps in depth or engagement.	effective pedagogy, occasionally use technology, and provide limited opportunities for creativity and innovation.	pedagogy, seldom use technology, and offer minimal opportunities for creativity or innovation in learning experiences.
7. Teachers design, develop, and assess authentic learning experiences using contemporary tools and resources to enhance content learning within meaningful contexts.	Teachers consistently design authentic, real-world learning experiences, effectively integrate contemporary tools, contextualize content seamlessly, and use well-aligned assessments to measure student understanding in meaningful contexts.	Teachers regularly design authentic learning experiences, incorporate contemporary tools, contextualize content, and use aligned assessments, though with occasional gaps in depth or consistency.	Teachers occasionally design authentic learning experiences, use contemporary tools, and contextualize content, but their efforts are inconsistent, and assessments lack meaningful alignment.	Teachers rarely design authentic learning experiences, seldom use contemporary tools, fail to contextualize content effectively, and provide little to no aligned assessments for evaluating student progress.
<b>ASSESSMENT</b>				
8.2: School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders. 8.3 Teachers use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning and to plan for continued and sustained student growth. 8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, equitable, and justly administered.				
8. School-wide and aggregated student data are normed to appropriate populations and shared with stakeholders to ensure transparency and inform decision-making.	Student data are consistently normed to appropriate populations, comprehensively aggregated and analyzed, transparently shared with stakeholders, and effectively used to inform impactful decisions.	Student data are regularly normed to appropriate populations, aggregated and analyzed, shared with stakeholders, and used to guide decisions, with some areas for deeper application or clarity.	Student data are occasionally normed, aggregated, and shared with stakeholders, but efforts are inconsistent, with limited use in decision-making.	Student data are rarely normed, aggregated, or shared with stakeholders, and are seldom used to inform meaningful decisions or improvements.
9. Faculty utilize a variety of curriculum-based assessments aligned with learning outcomes and instructional	Faculty consistently align assessments with learning outcomes, use a variety of methods, analyze data for targeted planning,	Faculty regularly align assessments with learning outcomes, use multiple methods, analyze data for planning, and support growth, with	Faculty occasionally align assessments, use limited methods, inconsistently analyze data, and demonstrate minimal focus on supporting sustained growth.	Faculty rarely align assessments with outcomes, use minimal methods, fail to analyze data effectively, and show little evidence of supporting student growth.

practices to evaluate student learning and plan for ongoing growth.	and implement strategies that support sustained student growth.	occasional gaps in depth or consistency.		
10. Criteria for evaluating student work and reporting are standards-based, valid, consistent, transparent, and administered fairly.	Criteria and reporting mechanisms are fully aligned with standards, valid, consistent, transparent, and administered equitably, ensuring accurate and fair evaluation of student work.	Criteria and reporting mechanisms are mostly aligned with standards, valid, consistent, and transparent, with minor gaps or inconsistencies in fairness or clarity.	Criteria and reporting mechanisms show partial alignment with standards, inconsistent validity and transparency, and occasional issues with fairness or clarity.	Criteria and reporting mechanisms are rarely aligned with standards, lack validity and transparency, and are administered inconsistently, resulting in inequitable evaluations.
<b>PROFESSIONAL LEARNING</b>				
<p>6.6 The leader/leadership team directs the development and continuous improvement of curriculum and instruction, and utilizes school-wide data to plan for continued and sustained academic excellence and growth.</p> <p>6.7 The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school and upholds the dignity of the whole child.</p> <p>7.8 Faculty collaborate in professional learning communities to develop, implement, and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement, engagement, and well-being.</p> <p>7.10 For effective instruction, faculty and professional support staff demonstrate and continuously improve knowledge of culturally responsive pedagogy that aligns to Catholic social teaching that supports the full dignity of each student.</p>				
11. Faculty work collaboratively to design, implement, and refine curriculum, instruction, and assessment practices to maximize student achievement.	Faculty consistently collaborate to design, implement, and refine a cohesive curriculum, innovative instructional practices, and effective assessments, resulting in significant improvements in student achievement.	Faculty regularly collaborate to develop, implement, and improve curriculum, instruction, and assessments, positively impacting student achievement, with occasional gaps in consistency or depth.	Faculty occasionally collaborate on curriculum, instruction, and assessments, but efforts are inconsistent and result in limited or uneven student achievement.	Faculty rarely collaborate on curriculum, instruction, or assessments, leading to minimal progress in student achievement and outdated practices.
12. Faculty and professional support staff demonstrate and actively enhance their knowledge and skills to provide effective instruction, practice	Faculty and staff consistently deliver effective instruction, actively engage in professional growth, demonstrate exceptional cultural sensitivity, and exemplify Gospel values, fostering an inclusive and faith-filled environment.	Faculty and staff regularly deliver effective instruction, participate in professional development, demonstrate cultural sensitivity, and model Gospel values, with occasional gaps in consistency or depth.	Faculty and staff occasionally deliver effective instruction, participate in professional development, and demonstrate cultural sensitivity or Gospel values, but efforts are inconsistent or lack depth.	Faculty and staff rarely deliver effective instruction, engage in professional development, demonstrate cultural sensitivity, or model Gospel values, resulting in limited impact on the school community.

cultural sensitivity, and exemplify Gospel values.				
13 Teachers continuously enhance their professional practice, exemplify lifelong learning, and demonstrate leadership within the school and professional community by effectively promoting and utilizing digital tools and resources.	Teachers consistently enhance professional practices, model lifelong learning, lead in digital practices, and effectively promote and integrate digital tools, inspiring students and colleagues.	Teachers consistently enhance professional practices, model lifelong learning, lead in digital practices, and effectively promote and integrate digital tools, inspiring students and colleagues.	Teachers occasionally improve professional practices, model lifelong learning, and promote digital tools, but efforts are inconsistent and have limited impact on teaching and learning.	Teachers rarely improve professional practices, model lifelong learning, exhibit leadership in digital practices, or promote digital tools, with minimal impact on teaching and learning.
Comments:				

**Note on Sources:**

The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Second Edition, is the primary source for the Exemplary Recognition Program and all documents created for the program. Artificial Intelligence (ChatGPT) was used in the formatting of the documents.