

School-wide Rubric for **Active Faith-Filled** Catholics who:

| Indicators: | Highly developed | Developed | Emerging | Exploring |
|--|--|---|--|--|
| a. pray everyday | Students actively and enthusiastically participate in daily prayer experiences | Students routinely participate in daily prayer experiences | Students periodically participate in daily prayer experiences | Students rarely participate in daily prayer experiences |
| b. live each day as Jesus did | Students consistently model Christian behavior in the classroom and on the playground | Students model Christian behavior in the classroom and on the playground | Students occasionally model Christian behavior in the classroom and on the playground | Students rarely make an effort to model Christian behavior in the classroom and on the playground |
| c. demonstrate a spirit of service | Students willingly and enthusiastically share their time, talent and treasure to promote social justice in the service of others | Students share their time, talent and treasure to promote social justice in the service of others | With some prompting, students share their time, talent and treasure to promote social justice in the service of others | Students rarely share their time, talent and treasure to promote social justice in the service of others |
| d. share the teachings of Jesus with others | Students' actions always reflect Jesus' Gospel message in everyday life (use of Life Skills). | Students' actions usually reflect Jesus' Gospel message in everyday life (use of Life Skills). | Students' actions sometimes reflect Jesus' Gospel message in everyday life (use of Life Skills). | Students' actions rarely reflect Jesus' Gospel message in everyday life (use of Life Skills). |
| e. understand and participate in the teachings and traditions of the Catholic Church | Students confidently demonstrate in words and actions their knowledge of the Catholic faith | Students are able to demonstrate in words and actions their knowledge of the Catholic faith | With some guidance, students demonstrate in words and actions their knowledge | Students cannot demonstrate in words and actions their knowledge of the Catholic faith |

School-wide Rubric for **Lifelong Learners** who:

| Indicators: | Highly developed | Developed | Emerging | Exploring |
|--|---|--|--|---|
| a. love to learn | Students consistently demonstrate a high level of enthusiasm and enjoyment about learning | Students usually demonstrate enthusiasm and enjoyment about learning | Students sometimes demonstrate enthusiasm and enjoyment about learning | Students rarely demonstrate enthusiasm and enjoyment about learning |
| b. use and apply basic skills | Students consistently demonstrate an in-depth understanding and application of basic skills | Students generally demonstrate understanding and application of basic skills | Students occasionally demonstrate understanding and application of basic skills | Students seldom demonstrate understanding and application of basic skills |
| c. develop independence in learning | Students consistently engage in assignments and activities without prompting | Students typically engage in assignments and activities without prompting | Students engage in assignments and activities after numerous prompts | Students do not engage in assignments and activities without prompting |
| d. utilize critical thinking skills | Students critically analyze and evaluate topic and content in-depth on a regular basis | Students analyze and evaluate topic and content to draw logical conclusions | Students draw some logical conclusions from topic and content | Students are not always able to draw logical conclusions about topic or content |
| e. appreciate fine arts | Students constantly integrate fine arts into their products and performances | Students generally integrate fine arts into their products and performances | Students integrate fine arts into their products and performances with some prompting | Students never integrate fine arts into their products and performances |
| f. value every life situation as a learning experience | Students describe in-depth what they learned from the experience and what they could do differently next time | Students describe with detail what they learned from the experience and what they could do differently next time | Students briefly describe what they learned from the experience and what they could do differently next time | Students make little attempt to describe what they learned from the experience and what they could do differently next time |