

Rubric Analysis & Evidence Correlation Template

Benchmark: † 1.1

Read the rubric descriptors and identify the criterion for each level. Then read through the list of suggested evidence to determine what pieces you may already have in place. Provide any additional evidence that you know your organization has that is not on the suggested list. Finally, determine which pieces of evidence support the identified criterion. Use the “Guidelines for Interpreting and Scoring Benchmarks” to assist you in this analysis and correlation.

† Benchmark 1.1: The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.

Level 4 – Exceeds Benchmark: *(The governing body and the leader/leadership team ensure that)* The mission statement explicitly and unequivocally proclaims that the school's pervasive commitment is to fostering Catholic identity.

† Level 3 – Fully Meets Benchmark: The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.

Level 2 – Partially Meets Benchmark: The mission statement uses generically Christian language to allude to the school's commitment to Catholic identity.

Level 1 – Does Not Meet Benchmark: The mission statement does not communicate commitment to Catholic identity.

Level	Identified Criterion	Evidence
2	Mission statement uses generic Christian language	
2	Mission statement alludes to Catholic identity	
3	Mission statement includes commitment to Catholic identity	
3	Governing body and leader/leadership team ensure (a part of the process)	
4	Mission statement explicitly and unequivocally proclaims pervasive commitment to fostering Catholic Identity.	

Rubric Analysis & Evidence Correlation Template

Benchmark: †1.2

Read the rubric descriptors and identify the criterion for each level. Then read through the list of suggested evidence to determine what pieces you may already have in place. Provide any additional evidence that you know your organization has that is not on the suggested list. Finally, determine which pieces of evidence support the identified criterion. Use the “Guidelines for Interpreting and Scoring Benchmarks” to assist you in this analysis and correlation.

†Benchmark 1.2: The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.

Level 4 – Exceeds Benchmark: The governing body and the leader/leadership team consistently start with the mission statement at the beginning of all planning efforts, and refer to the mission statement frequently during the planning process. The mission statement is used not only as a reference but as the basis for reviewing or adopting policies, procedures, programs, practices and in daily decision making.

Level 3 – Fully Meets Benchmark: The governing body and the leader/leadership team use the mission statement as the foundation and normative, reference for all planning. Major planning efforts explicitly reference the mission at the beginning of planning and throughout.

†Level 2 – Partially Meets Benchmark: The governing body and the leader/leadership team occasionally refer to the mission statement during some planning efforts. When policies and procedures are reviewed, connection to mission must be inferred.

Level 1 – Does Not Meet Benchmark: The mission statement is not used as a foundation and normative reference for all planning.

Level	Identified Criterion	Evidence
2	Governing body and the leader/leadership team occasionally refer to the mission statement	
2	Connection to the mission must be inferred	
3	Governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning	
3	There is explicit reference to the mission at all levels of planning from beginning and throughout	
4	Governing body/leader/leadership team consistently start with the mission statement at the beginning of all planning	
4	Refer to mission frequently during planning	
4	Mission statement is the basis for reviewing and adopting policies, procedures, programs, practices and in daily planning	

Rubric Analysis & Evidence Correlation Template

Benchmark: †1.3

Read the rubric descriptors and identify the criterion for each level. Then read through the list of suggested evidence to determine what pieces you may already have in place. Provide any additional evidence that you know your organization has that is not on the suggested list. Finally, determine which pieces of evidence support the identified criterion. Use the “Guidelines for Interpreting and Scoring Benchmarks” to assist you in this analysis and correlation.

†Benchmark 1.3: The school leader/leadership team regularly calls together the school’s various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae)) to clarify, review and renew the school’s mission statement.

Level 4 – Exceeds Benchmark: The school leader/leadership team establishes and maintains a well-communicated process for in consultation with the school’s various constituencies.

†Level 3 – Fully Meets Benchmark: The school leader/leadership team regularly calls together the school’s various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae)) to clarify, review and renew the school’s mission statement.

Level 2 – Partially Meets Benchmark: The school leader/leadership team includes the school’s various constituencies in clarifying, reviewing and renewing the school’s mission statement occasionally within several years, usually in preparation for a pending event, such as accreditation.

Level 1 – Does Not Meet Benchmark: The school leader/leadership team does not call together the school’s various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae)) to clarify, review and renew the school’s mission statement.

Level	Identified Criterion	Evidence
2	Includes school’s various constituencies	
2	Clarifies, reviews, and renews school’s mission within several years	
3	Regularly calls together the various constituencies to clarify, review, and renew school’s mission	
4	Has a regularly well-communicated process for	
4	annually reviewing, clarifying, and renewing school’s mission in consultation with school’s various constituencies	

Rubric Analysis & Evidence Correlation Template

Benchmark: 1.4

Read the rubric descriptors and identify the criterion for each level. Then read through the list of suggested evidence to determine what pieces you may already have in place. Provide any additional evidence that you know your organization has that is not on the suggested list. Finally, determine which pieces of evidence support the identified criterion. Use the “Guidelines for Interpreting and Scoring Benchmarks” to assist you in this analysis and correlation.

Benchmark 1.4: The mission statement is visible in public places and contained in official documents.

Level 4 – Exceeds Benchmark: The mission statement is highly visible throughout the school, appearing in every classroom as well as on written and electronic communications and on the school website, apps, and school social media sites. All constituents can easily and quickly access a visible copy of the mission statement.

Level 3 – Fully Meets Benchmark: The mission statement is visible in public places and contained in official documents.

Level 2 – Partially Meets Benchmark: The mission statement is only displayed in a few public places and a few official documents.

Level 1 – Does Not Meet Benchmark: The mission statement is not visible in public places or on official documents.

Level	Identified Criterion	Evidence
2	Mission statement is only in a few public places	
2	Mission statement is only in a few official documents	
3	Mission statement is visible in public places	
3	Mission statement is contained in official documents	
4	Mission statement is highly visible throughout the school	
4	Mission statement appears in every classroom	
4	Mission statement appears on written and electronic communication	
4	Mission statement appears on school website, apps, and social media sites	
4	All constituents can easily and quickly access a visible copy of the mission statement	

Rubric Analysis & Evidence Correlation Template

Benchmark: 1.5

Read the rubric descriptors and identify the criterion for each level. Then read through the list of suggested evidence to determine what pieces you may already have in place. Provide any additional evidence that you know your organization has that is not on the suggested list. Finally, determine which pieces of evidence support the identified criterion. Use the “Guidelines for Interpreting and Scoring Benchmarks” to assist you in this analysis and correlation.

Benchmark 1.5: All constituents know and understand the mission.

Level 4 – Exceeds Benchmark: Virtually everyone in the school community can recite the mission statement, clearly explain the mission of the school, and give concrete examples of how it is implemented in the school.

Level 3 – Fully Meets Benchmark: All constituents know and understand the mission. School leaders work to ensure that every group of constituents can articulate and explain the mission.

Level 2 – Partially Meets Benchmark: Only some constituents know and understand the mission

Level 1 – Does Not Meet Benchmark: Most constituents do not know or understand the mission.

Level	Identified Criterion	Evidence
2	Some constituents know and understand the mission	
3	All constituents know and understand the mission	
3	School leaders work to ensure every group can articulate and explain the mission	
4	Everyone in the school community can recite the mission statement	
4	Everyone can clearly explain the mission	
4	Everyone can give concrete examples of how mission/mission statement is implemented in the school	