

Schoolwide Learning Expectations (SWLEs)

**Sometimes identified by other academic institutions as: Expected Schoolwide Learning Results
(ESLRs)**

Upon graduation from Cardinal Newman High School, students should be able to understand, know, and exhibit each of the following:

I. Putting into practice the values of Catholic teaching by:

- a. Following Christ as a model in their lives.
- b. Demonstrating an understanding of the values expressed by Jesus in the Gospels.
- c. Articulating their beliefs and values; using them to make wise and moral choices.
- d. Respecting each person's uniqueness in the image of God.
- e. Worshipping and praying in a community of faith.

II. Understanding their role in local and global communities and feeling empowered to contribute positively to them by:

- a. Applying their God-given skills and talents to service others.
- b. Developing a sense of stewardship for humanity and all of God's creations.
- c. Building unity amongst their classmates, as well as the entire school and community.

III. Showing strong character with wholeness of mind, body, and spirit by:

- a. Displaying behavior appropriate to a Christian gentleman.
- b. Exhibiting leadership skills.
- c. Practicing self-discipline; taking responsibility for their actions.
- d. Showing respect for themselves and others.
- e. Strengthening their physical attributes and talents.

IV. Demonstrating preparation for the academic challenges of university life by:

- a. Exhibiting clear, effective, and decisive analytical, written and verbal skills.
- b. Viewing issues from many perspectives.
- c. Processing information from multiple sources using inquiry, research, technology, analysis and problem solving in the quest for knowledge.
- d. Challenging themselves to be creative and critical thinkers.
- e. Assuming responsibility for their own learning by setting priorities, developing a plan, committing to goals and evaluating progress.
- f. Working effectively as collaborative learners in a group setting.
- g. Acquiring knowledge and skills in subject areas required for graduation.

—Adopted by the CN Board of Directors

The SWLEs Assessment Rubric follows:

I. Putting into practice the values of Catholic teaching by:

a. Following Christ as a model in their lives.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Prayers of Intention in classroom • Participation in recycling • Finding money & turning it in • Protecting/advocating for students being bullied • Exceeding service hour requirement • Rigorous academic honesty • CBSL projects continued by others • Students volunteering to help others <ul style="list-style-type: none"> - clean rooms/campus - parent nights - link crew - SSA program - shadow program - peer tutoring 	<ul style="list-style-type: none"> • Teacher observation • Student evaluation of events • Track discipline records over time • SSA Program • Track service performed over time by evaluating # of hours & types of service per student • Absence of/decrease in cheating/plagiarism incidents • Evaluation of CBSL projects 	<ul style="list-style-type: none"> • Discipline records • Service hour forms • Rosters for co-curricular events • SSA records • Grade/progress report comments • Student evaluations of events • Turn-It-In.com records • Mentor evaluations of CBSL projects • Student evaluations of CBSL projects

I. Putting into practice the values of Catholic teaching by:

b. Demonstrating an understanding of the values expressed by Jesus in the Gospels.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Active participation in religion class discussions • High achievement on religion class assessments • Making inter-curricular connections between Gospel themes and other subject areas <ul style="list-style-type: none"> - Social Studies (e.g. application to secular history) - English (e.g. common themes with other literature) - Foreign Language (e.g. themes found in other cultures) - Science (e.g. care for God's creation) • Making connections of themes to life outside of school 	<ul style="list-style-type: none"> • Teacher observation • Religion class assessments • Portfolio work • Group & individual projects • Presentations • Exams & quizzes • Papers • Assessments in other classes • Student assessment/evaluation of events (e.g. Retreats, Esperanza, Link, SSA, etc.) • Parent/parish/mentor reports 	<ul style="list-style-type: none"> • Student grades/comments • Student surveys • Student evaluation of events • Teacher observations • Parent surveys • Mentor evaluations • Letters of recommendation at application to CN • Letters of recommendation for college • Personal essays for college admissions

I. Putting into practice the values of Catholic teaching by:

c. Articulating their beliefs and values; using them to make wise and moral choices.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Clear and precise statements of values and personal beliefs • Articulation of connectedness of principles of justice and behaviors which promote justice • Active choices to refrain from use of mood/mind altering substances • Active choices to refrain from sexual activity until personally ready • Active choices to refrain from aggressive/bullying behavior • Willingness to witness to faith 	<ul style="list-style-type: none"> • Journals in English and Religion classes • “Let’s Get Real” • “Every 15 Minutes” • Junior Social Justice • CBSL presentations • Discipline record (including alcohol/drug testing information) • “Free-to-Be” • SSA Program • Liturgical and classroom testimony 	<ul style="list-style-type: none"> • Participation grades in classes • Scores/comments from class discussions/debates • CBSL presentations • Junior Social Justice • Service hour forms • Discipline records • Teacher observations • Counseling referrals/reports

I. Putting into practice the values of Catholic teaching by:

d. Respecting each person’s uniqueness in the image of God.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Decrease in reports/incidents of bullying • Acts of welcome and invitation to visitors and new students • Student initiated labeling and confrontation of unkind words/actions • Open welcome of others with diverse interests and backgrounds 	<ul style="list-style-type: none"> • SSA Program • Discipline policy/enforcement • LINK Crew • Teacher observation • Student reports • Transfer/new student evaluations • Involvement in clubs • Involvement in theater arts/music/visual arts programs 	<ul style="list-style-type: none"> • SSA records • Discipline records • Report card comments • Counseling records • Admissions office records • Club rosters • Theater/music/visual arts rosters, programs and class offerings

I. Putting into practice the values of Catholic teaching by:

e. Worshipping and praying in a community of faith.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Respectful, conscious and full participation in Eucharistic liturgies (Catholic students) • Respectful attendance at and appropriate participation in Eucharistic liturgies (non-Catholic students) • Attending to and participating in daily morning prayer • Attending to and participating in classroom prayer • Willingly helping to prepare communal prayer experiences • Attendance at self selected faith community outside of school. • Participation in the appropriate rite of adult commitment in faith community (if applicable) 	<ul style="list-style-type: none"> • Teacher observation • Prayer/Liturgy evaluations • Teacher/course evaluations • Campus Ministry applications • Campus Ministry interviews • Parish confirmation/Bar Mitzvah etc. records • Recommendation letters re: prospective Freshmen • Personal observations and reports 	<ul style="list-style-type: none"> • Teacher observation • Prayer/Liturgy evaluations • Teacher/course evaluations • Campus Ministry applications • Campus ministry interviews • Parish confirmation/Bar Mitzvah etc. records • Recommendation letters re: prospective Freshmen • Personal observations and reports

II. Understanding their role in local and global communities and feeling empowered to contribute positively to them by:

a. Applying their God-given skills and talents to service others.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Willingness to serve at school, sponsored events • Accomplishment of service hours in a timely manner • Selection of CBSL projects that match personal abilities/talents • Identification of potential career paths that involve service • Students volunteering to help others <ul style="list-style-type: none"> - clean rooms/campus - parent nights - link crew - SSA program - shadow program - peer tutoring 	<ul style="list-style-type: none"> • Attendance at service events • Religion class grades • CBSL projects • Sophomore Planning meetings • Counseling appointments • Spiritual/personal counseling/direction • Teacher/parent observation 	<ul style="list-style-type: none"> • Rosters of service days <ul style="list-style-type: none"> - Jog - Washing of the Feet - Link - Christmas Families - Esperanza Trips • Religion class service grades • CBSL project grades and progress reports

II. Understanding their role in local and global communities and feeling empowered to contribute positively to them by:

b. Developing a sense of stewardship for humanity and all of God’s creations.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Recycling (cans, bottles, batteries, e-waste, paper etc.) • Participation in conservation oriented service projects • Active and willing participation in “Washing of the Feet” Day • Refraining from littering • Voluntarily cleaning up common areas at school (e.g. lockers, covered eating area.) 	<ul style="list-style-type: none"> • Observations of the supervisors of the recycling programs • Service hour forms • Mentor evaluations • Teacher evaluations/ observations • Attendance records • Cleanliness of common areas 	<ul style="list-style-type: none"> • Observations of the supervisors of the recycling programs • Service hour forms • Mentor evaluations • Teacher evaluations/ observations • Attendance records • Cleanliness of common areas (observations tracked over time)

II. Understanding their role in local and global communities and feeling empowered to contribute positively to them by:

c. Building unity amongst their classmates, as well as the entire school and community.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Attendance at co-curricular events • Full, conscious and active participation in liturgical celebrations • Recognition and celebration of personal events and achievements of all • Attention to the needs of other students/faculty & staff <ul style="list-style-type: none"> - Attending to others in crisis - Referrals to counseling - Willingness to disclose/own up to inappropriate or dangerous behavior by self or others - Increased displays of common courtesy 	<ul style="list-style-type: none"> • Teacher/student/ supervisor observations • Personal reports • Awards ceremonies programs • Counseling/disciplinary referrals • Disciplinary records • Counseling records • SSA Program • Discipline/counseling referrals • Faculty/staff /student/ community observations 	<ul style="list-style-type: none"> • Campus Ministry/ASB evaluations of events • Teacher/supervisor observations • Personal reports • Newspaper articles • CN Website submissions • Teacher reports • Parent/community reports • Counseling/discipline records • SSA records • Email/written reports • Grade /progress reports

III. Showing strong character with wholeness of mind, body, and spirit by:

a. Displaying behavior appropriate to a Christian gentleman.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Attending to others needs before self • Students volunteering to help others • Clean rooms/campus • Parent nights • LINK crew • SSA program • Shadow program • Peer tutoring • Honestly owning up to errors in judgment or behavior • Accepting correction and following through on corrective suggestions • Finding property & turning it in • Protecting/advocating for students being bullied • Exceeding service hour requirement • CBSL projects are continued by successive classes • Rigorous academic honesty 	<ul style="list-style-type: none"> • Teacher/community observations • Program rosters/records & observations • Disciplinary plans, hearings and interviews • Classroom observations and participation grades • Lost & Found • SSA program • Track service performed over time by evaluating # of hours & types of service per student • Evaluation of CBSL projects • Absence of/decrease in cheating/plagiarism incidents 	<ul style="list-style-type: none"> • Personal testimony • Discipline records • Service hour forms • Records from co-curricular events • SSA records • Grade/progress report comments • Student evaluations of events • Lost & Found records • SSA records • Mentor evaluations of CBSL projects • Student evaluations of CBSL projects • Turn-It-In.com records • Teacher observations • Decrease in reports of academic dishonesty

III. Showing strong character with wholeness of mind, body, and spirit by:

b. Exhibiting leadership skills.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Participation in clubs and other co-curricular activities • Offering correction and encouragement to peers who misbehave • Active participation in school sponsored service/justice activities • Supporting/including those who feel bullied or ostracized • Taking on ongoing CBSL projects. • Design of new CBSL projects 	<ul style="list-style-type: none"> • Class/school awards for citizenship and service • Press Democrat awards • League awards • Club rosters and notes • Teacher/community observation • SSA program • CBSL project evaluations • Mentoring of younger students by adults and by seniors 	<ul style="list-style-type: none"> • Programs from ceremonies • Newspaper/Internet articles • Grade/progress reports • Club meeting minutes • SSA records • CBSL project records • CBSL presentations

III. Showing strong character with wholeness of mind, body, and spirit by:

c. Practicing self-discipline; taking responsibility for their actions.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Honestly owning up to errors in judgment or behavior • Accepting correction and following through on suggestions • Finding property & turning it in • Protecting/advocating for students being bullied • Active choices to refrain from use of mood/mind altering substances • Active choices to refrain from sexual activity until personally ready • Active choices to refrain from aggressive/bullying behavior • Willingness to witness to faith 	<ul style="list-style-type: none"> • Disciplinary plans, hearings and interviews • Classroom observations and participation grades • Lost & Found • SSA program • Journals in English and Religion classes • “Free-to-Be” • “Let’s Get Real” • “Every 15 Minutes” • Juniors Social Justice presentations • Classroom discussions • CBSL presentations • Personal reports • Discipline records (including alcohol/drug testing information) • SSA program • Liturgical and classroom testimony 	<ul style="list-style-type: none"> • SSA records • Grade/progress report comments • Student evaluations of events • Lost & Found records • Principal's & Asst. Principal's emails/phone logs • Participation grades in classes • Scores/comments from class discussions/debates • CBSL presentations • Junior Social Justice presentations • Service hour forms • Discipline records • Teacher observations • Counseling referrals and reports

III. Showing strong character with wholeness of mind, body, and spirit by:

d. Showing respect for themselves and others.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Attending to others before self • Students volunteering to help others: <ul style="list-style-type: none"> - clean rooms/campus - parent nights - link crew - SSA program - shadow program - peer tutoring • Prayers of Intention in classroom • Offering sincere compliments • Adhering to the school dress code (i.e. shaving daily, good personal grooming) • Acceptance of personal differences • Protecting/advocating for students being bullied 	<ul style="list-style-type: none"> • Teacher/student/community observations • Program rosters/records & observations • Disciplinary plans, hearings and interviews • Teacher/student reports • Personal reports and observations • SSA program 	<ul style="list-style-type: none"> • Personal testimony • Discipline records • Service hour forms • Records from co-curricular events • Teacher/student reports • Prayer/class journals • Detention/discipline records • SSA records

III. Showing strong character with wholeness of mind, body, and spirit by:

e. Strengthening their physical attributes and talents.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Participation on athletic teams <ul style="list-style-type: none"> - League teams - Club teams • Participation in physical education/weight training classes as electives • Participation in music, photography and fine arts classes and productions • Participation in theater arts classes and performances • Participation in service projects related to physical activity or vocational skills 	<ul style="list-style-type: none"> • Offering a wide variety of athletic opportunities • Broadening class offerings • Broadening class offerings and opportunities to show work (e.g. Arts Council shows) • Offering multiple opportunities and types of theatrical productions with participation in the community 	<ul style="list-style-type: none"> • Athletic department publications • Athletic department team rosters • Production programs • Class rosters for these classes • Service hour forms esp. relating to variety of physically demanding projects

IV. Demonstrating preparation for the academic challenges of university life by:

a. Exhibiting clear, effective, and decisive analytical, written and verbal skills.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Following proper formatting consistently • Giving voice to deeper implications of materials presented <ul style="list-style-type: none"> - making connections between various works/materials presented in a given class - making connections across the curriculum • Effectively using presentation software in class presentations • Clear, concise, timely laboratory reports • Class journals that reveal deepening thought and personal growth • Using multiple media for projects and presentations 	<ul style="list-style-type: none"> • Student classroom work, homework and papers • Student journals • Classroom discussions • Classroom presentations • CBSL presentations • Student essays for college and other scholarship applications • Newman Oxford Scholar essays • Freshman speech class work • Science specific writing/laboratory assignments • Peer teaching 	<ul style="list-style-type: none"> • Student work • Grades and progress reports and comments • Student presentations PLAN, PSAT, ACT, SAT and EXPLORE writing samples

IV. Demonstrating preparation for the academic challenges of university life by:

b. Viewing issues from many perspectives.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Ability to argue different sides of issues • Comparison/contrast papers/assignments • Class role plays • Reflection papers on controversial topics/presentations • CBSL service: <ul style="list-style-type: none"> - 5 facts presentations - service journals • Reflection papers on service hours • Protecting/advocating for students being bullied 	<ul style="list-style-type: none"> • Freshman Speech class • Debates in US History, Religion and English • Model UN Club • Group projects • “Every 15 minutes” • “Free To Be” • Writing prompts in Social Studies, Religion & English • Class discussions • CBSL presentations • CBSL service journals/logs • Service reflection papers • SSA program 	<ul style="list-style-type: none"> • Class and personal grades and progress reports • Personal, peer & teacher reports • SSA records

IV. Demonstrating preparation for the academic challenges of university life by:

- c. Processing information from multiple sources using inquiry, research, technology, analysis and problem solving in the quest for knowledge.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Excellence in classroom presentations using multi media • Practical applications of concepts in math • Application of knowledge of physical laws • Excellence in major and term papers in all disciplines • Use of various high and low tech probes, tools and information management tools in all science classes 	<ul style="list-style-type: none"> • Cooperative learning exercises • Group projects • Research projects in English, Social Studies and Religion • Integrated Internet sources in Spanish • 5 facts presentations • CBSL presentations • Year end math projects in Geometry and Algebra • Peer teaching in Physics • Written components of final exams • Lab experiments and demonstrations 	<ul style="list-style-type: none"> • Student grades and progress reports • Presentations and source materials • Project presentations • Lab reports

IV. Demonstrating preparation for the academic challenges of university life by:

- d. Challenging themselves to be creative and critical thinkers; AND,
 e. Assuming responsibility for their own learning by setting priorities, developing a plan, committing to goals and evaluating progress.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Taking more challenging classes • Developing sound study and time management skills • Using teachers' Websites to keep track of progress • Preparing, as juniors, to assume ongoing CBSL projects • Preparing, and delivering informative, compelling and polished CBSL presentations • Balancing all co-curricular activities well and achieving success at all activities 	<ul style="list-style-type: none"> • Variety of Honors and AP classes • Sophomore Planning • Use of Naviance • Academic Strategies • Class/homework logs • Teachers' Websites • CBSL projects • English and Religion class preparation • Regular counseling • Faculty as coaches 	<ul style="list-style-type: none"> • Academic growth/GPA • Student planners • Student/parent reports • Grade/progress reports • Teacher/counselor reports • CBSL projects continued • CBSL grades • Peer assessment of CBSL presentations • Student/coach and parent reports • Elmer Brown Award

IV. Demonstrating preparation for the academic challenges of university life by:

f. Working effectively as collaborative learners in a group setting.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Excellence in classroom presentations using multi media • Ability to argue different sides of issues • Prayers of Intention in classroom • Offering sincere compliments • Generation and presentation of high quality group projects/presentations • Generation of concise, complete, timely and insightful lab reports. • Enacting excellent theatrical and musical productions/concerts • Successful and improving participation in team sports 	<ul style="list-style-type: none"> • Cooperative learning exercises in all subjects • Personal, peer and teacher reports • Spring and fall theatrical productions • Spring and fall art shows • Lunchtime music concerts under school and club sponsorship • Large variety of team sports offered at two or three levels 	<ul style="list-style-type: none"> • Grades/progress reports • Personal, peer and teacher reports • Programs from events • Audience reports • Elmer Brown Award

IV. Demonstrating preparation for the academic challenges of university life by:

g. Acquiring knowledge and skills in subject areas required for graduation.

Behavioral Indicators of Progress	Means of Assessment	Evidence for Assessed Progress
<ul style="list-style-type: none"> • Successful completion of all graduation requirements • High achievement on final exams • High achievement (at or above national and state averages) on SAT, ACT and subject area exams • Scores of 3 or above on AP exams • High achievement on CBSL presentations (average scores of 80 or above) 	<ul style="list-style-type: none"> • Review and tutorial sessions • Final exams • Preparation classes • SAT, ACT, Subject Area and AP exams • CBSL presentations • Peer and teacher feedback 	<ul style="list-style-type: none"> • Grades/progress reports • SAT, ACT, Subject Area and AP exam scores • CBSL presentation scores