

Recognized ASCA Model Program (RAMP) Scoring Rubric

Section 1: Vision Statement – 3 Points

The school counseling vision statement communicates what school counselors hope to see for students five to 15 years in the future. It aligns with the school and district vision statements (if available) and is informed by the school counseling program's beliefs.

The school counseling vision statement:

- Describes the future world where student outcomes are successfully achieved.
- Portrays a rich and textual picture of success, providing a full image of what students become.
- States the best possible student outcomes that are five to 15 years away

Include:

- The school counseling program's beliefs
- The school and district vision statements (if available)

Note: If your school/district does not have a vision statement, please indicate that in the narrative.

See pages 23–24 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" for more information.

Narrative: The narrative discusses how the school counseling program's beliefs influenced the vision statement and addresses how the vision statement was developed. Provide insight into how this statement emerged as this vision was created

3 Points/Exemplary:

- The vision statement creates a clear picture of success for all students that fulfills all three criteria (future, rich & textual, best possible outcomes) to the highest extent.
- The narrative includes a highly detailed summary of the process for developing the belief statements and a highly detailed explanation of how the beliefs influenced the development of the vision statement.

2 Points/Satisfactory:

- The vision statement creates a satisfactory picture of success for all students.
- The narrative provides an explanation of how the vision statement was developed and why certain rubric components were included or excluded.

1 Point/Inadequate:

- The vision statement lacks focus and does not create a picture of success for all students.
- The narrative provides little or no explanation for how the vision statement was developed and why certain components were included or excluded.

Recognized ASCA Model Program (RAMP) Scoring Rubric

Section 2: Mission Statement – 3 Points

The school counseling mission statement provides the focus and direction of the school counseling program for it to reach the vision, creating one focus that ensures all students benefit in the implementation of the comprehensive school counseling program.

The school counseling mission statement:

- Aligns with the school’s mission statement and may show linkages to district and state department of education mission statements
- Emphasizes equity, access and success for every student
- Indicates the long-range results desired for all students
- Is clear, concise and specific about the program’s intent and what it contributes to the school’s overall mission

See pages 24–25 of “The ASCA National Model: A Framework for School Counseling Programs (third edition)” for more information.

Narrative: The narrative addresses how the mission statement was developed.

3 Points/Exemplary:

- The mission statement creates one focus and direction for the school counseling program to reach the vision and fulfills all four criteria to the highest extent.
- The narrative includes a clear, concise and detailed summary of the process for developing the mission statement.
- A copy of the school’s mission statement is included.

2 Points/Satisfactory:

- The mission statement creates one focus and addresses the criteria.
- The narrative provides an explanation of how the mission statement was developed.
- A copy of the school’s mission statement is included.

1 Point/Inadequate:

- The mission statement lacks focus and includes few or none of the criteria.
- The narrative provides little or no explanation for how the mission statement was developed.
- A copy of the school’s mission statement may be included.

Recognized ASCA Model Program (RAMP) Scoring Rubric

Section 3: School Counseling Program Goals – 6 Points

The school counseling program goals define how the vision and mission are accomplished. They guide the selection of Mindsets & Behaviors for Student Success and the development of school counseling core curriculum, closing-the-gap and small-group plans and address specific student outcomes.

The program goals:

- Promote achievement, attendance, behavior and/or school safety
- Are based on school outcome data that may be revealed through the school data profile, school improvement plan or similar data analysis reports
- Address achievement, opportunity or attainment gaps, evident in total school, grade level or subgroup levels
- Address the ASCA Mindset & Behaviors for Student Success
- Are written in SMART format: specific, measurable, attainable, results-oriented, time-bound

See pages 25-28 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" for more information.

Narrative: The narrative addresses how the goals were developed, how they address student learning and/or student inequalities and how they are founded in data.

6 Points/Exemplary:

- The program goals focus attention on a component of outcome data (achievement, attendance, behavior) and/or school safety.
- Align with the school counseling vision and mission
- Fulfill all five criteria.
- Are unmistakably linked to the school's data.
- Are excellent statements about desirable student outcomes toward which the program is willing to devote resources.
- Include all SMART components (specific, measurable, attainable, results-oriented, time-bound).
- Narrative includes a highly detailed summary of the process for developing the goals and how they address student learning and/or student inequalities.

5 Points/Accomplished:

- The school counseling program goals focus attention on a component of outcome data (achievement, attendance, behavior) and/or school safety.
- Align with the school counseling vision and mission.
- Address all five criteria.
- Are clearly linked to the school's data.
- Are strong statements about desirable student outcomes toward which the program is willing to devote resources.
- Include all SMART components (specific, measurable, attainable, results-oriented, time-bound).
- Narrative includes a detailed summary of the process for developing the goals, how they address student learning and/or student inequalities.

Recognized ASCA Model Program (RAMP) Scoring Rubric

4 Points/Satisfactory:

- The school counseling program goals focus attention on a component of outcome data (achievement, attendance, behavior) and/or school safety.
- Align with the school counseling vision and mission.
- Address all five criteria.
- Are linked to the school's data.
- Narrative includes a summary of the process for developing the goals, how they address student learning and/or student inequalities.

3 Points/Minimally Satisfactory

- The school counseling program goals focus attention on issues related to students' attitudes, skills and knowledge and are not clearly linked to attendance, behavior and/or school safety.
- May align with the school counseling vision and mission but do not address all five criteria.
- Are weakly linked to the school's outcome data or are based on data other than achievement, attendance and behavior.
- Narrative lacks a summary of the process for developing the goals, how they address student learning and/or student inequalities.

2 Points/Emerging:

- The school counseling program goals may focus attention on issues related to students' attitudes, skills and knowledge and are not linked to attendance, behavior and/or school safety.
- May align with the school counseling vision and mission but do not address all five criteria.
- Are not linked to the school's data.
- Narrative lacks a summary of the process for developing the goals, how they address student learning and/or student inequalities.

1 Point/Inadequate:

- The school counseling program goals do not focus attention on issues related to attendance, behavior and/or school safety.
- Do not align with the school counseling vision and mission and do not address all five criteria.
- Are not linked to the school's data.
- Narrative provides little or no summary of the process for developing the goals, how they address student learning and/or student inequalities.

Recognized ASCA Model Program (RAMP) Scoring Rubric

Section 4: ASCA Mindsets & Behaviors for Student Success – 4 Points

The “ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student” describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The selected Mindset & Behavior standards align with school counseling program goals and are likely to have an impact on student outcomes related to program goals. For more information, visit www.schoolcounselor.org/mindsetsandbehaviors.

Narrative: The narrative addresses how the Mindsets & Behaviors were selected and how they serve as the foundation for classroom lessons, small groups, closing-the-gap and other school counseling activities. In addition, the narrative addresses how the Mindsets & Behaviors are reviewed or revised each year.

4 Points/Exemplary:

- All grade levels have specific standards. Each standard selected for the grade level is developmentally appropriate. The selected standards are unmistakably linked to the school counseling program’s vision, mission, and goals.
- The narrative provides a highly detailed explanation of how these standards were chosen, how they inform the core curriculum, small groups and closing-the-gap activities for all students and how they are reviewed or revised each year.

3 Points/Accomplished:

- All grade levels have specific standards. Each standard selected for the grade level is developmentally appropriate. The selected standards are linked to the school counseling program’s vision, mission, and goals.
- The narrative provides an explanation of how standards were chosen, how they inform the core curriculum, small groups and closing-the-gap activities for all students and how they are reviewed or revised each year.

2 Points/Minimally Satisfactory:

- All grade levels may have specific standards. Each standard selected for the grade level may be developmentally appropriate. The selected standards may link to the school counseling program’s vision, mission, and goals.
- The narrative provides a minimal explanation of how these standards were chosen, how they inform some counseling activities and how they are reviewed or revised each year.

1 Point/Inadequate:

- Standards are not selected for all grade levels. The selected standards are not developmentally appropriate and are not linked to the school counseling program’s vision, mission, and goals.
- The narrative does not explain how these standards were chosen or how they inform counseling activities.

Recognized ASCA Model Program (RAMP) Scoring Rubric

Section 5: Annual Agreement – 5 Points

Annual agreements outline the organization and focus of the school counseling program. These agreements ensure formal discussion between the school counselor and administrator about the alignment of school counseling program goals with the goals of the school. The discussion enhances administration's understanding of a comprehensive school counseling program.

Include an annual agreement for each school counselor. The percentages may vary with individual assignments but reflect the total percentage of time (80 percent) for direct and indirect services. Schools must use the annual agreement template provided in the ASCA National Model and upload the completed forms in the online RAMP portal.

The annual agreement is created and signed by the school counselor and supervising administrator within the first two months of the school year.

See pages 46–47 and pages 64–65 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" for more information.

Narrative: The narrative addresses how the annual agreement was developed and reflects the discussion with the administrator. It provides a rationale for the school counselor's use of time based on the school's data and a use-of-time assessment. It provides an explanation of how the decision to distribute duties among the school counseling staff was made.

5 Points/Exemplary:

- The annual agreement for each school counselor is thorough and reflects each school counselor's scope of work.
- The percentage of time aligns with the recommended percentage of time for direct/indirect services and program planning/school support.
- Each agreement unmistakably reflects the school counseling program's mission statement and program goals.
- Each agreement was signed within the first two months of the school year.
- The narrative provides the highest and most compelling rationale of the school counselor's use of time in support of the program goals.
- The narrative details the formal discussion between the school counselor and principal and how the decision to distribute duties among the school counseling staff was made.

4 Points/Accomplished:

- The annual agreement for each school counselor is thorough and reflects each school counselor's scope of work.
- The percentage of time closely aligns with the recommended percentage of time for direct/indirect services and program planning/school support, and the narrative explains both the lack of alignment and plans for reaching alignment.
- Each agreement reflects the school counseling program's mission statement and program goals.

Recognized ASCA Model Program (RAMP) Scoring Rubric

- Each agreement is signed within the first two months of the school year.
- The narrative provides a cogent rationale of the school counselor's use of time in support of the program goals.
- The narrative reflects the formal discussion between the school counselor and principal and how the decision to distribute duties among the school counseling staff was made.

3 Points/Satisfactory:

- The annual agreement for each school counselor reflects each school counselor's scope of work.
- The percentage of time may or may not align with the recommended percentage of time for direct/indirect student services and program planning/school support, and the narrative fully explains the reasons.
- Each agreement reflects the school counseling program's mission statement and program goals.
- Each agreement was signed within the first two months of the school year or the narrative offers a convincing explanation of why it was not.
- The narrative provides a satisfactory rationale of the school counselor's use of time in support of the program goals.
- The narrative indicates a discussion between the school counselor and principal was conducted about school counseling staff duties.

2 Points/Emerging:

- The annual agreement for each school counselor provides a limited reflection of each school counselor's scope of work.
- The percentage of time does not align with the recommended percentage of time for direct/indirect student services and program planning/school support, but the narrative offers an explanation for lack of alignment.
- Each agreement does not clearly reflect the school counseling program's mission statement and program goals.
- Each agreement was not signed within the first two months of the school year, and the narrative offers an explanation of why it was not.
- The narrative lacks a clear rationale of the school counselor's use of time in support of the program goals.
- The narrative does not clearly indicate a discussion between the school counselor and principal and how the decision to distribute duties among the school counseling staff was made.

1 Point/Inadequate:

- The annual agreement does not reflect each school counselor's scope of work.
- The percentage of time does not align with the recommended percentage of time for direct/indirect student services and program planning/school support.
- Each agreement does not reflect the school counseling program's mission statement and program goals.
- Each agreement was not signed within the first two months of the school year or the narrative does not explain.

Recognized ASCA Model Program (RAMP) Scoring Rubric

- The narrative does not provide a rationale of the school counselor's use of time in support of the program goals.
- The narrative does not reference a discussion between the school counselor and principal and how the decision to distribute duties among the school counseling staff was made.

Recognized ASCA Model Program (RAMP) Scoring Rubric

Section 6: Advisory Council – 5 Points

The advisory council is a representative group of stakeholders (e.g. parent, staff, community, administration, students, etc.) selected to review and provide input on the school counseling program.

Include:

- A list of the advisory council members and their stakeholder positions.
- The agendas from at least two meetings – one from fall semester and one from spring semester – that at minimum share program goals (fall) and results and implications (spring)
- The minutes from the meetings for which agendas are provided.

To receive a four or higher, the advisory council must be solely focused on the school counseling program. If advisory council is part of an existing school committee, then the score cannot be higher than a three. The advisory council must be school-specific and should not be created solely for the purposes of applying for RAMP.

See pages 47–48 of “The ASCA National Model: A Framework for School Counseling Programs (third edition)” for more information.

Narrative: The narrative addresses how the advisory council was developed, how members were selected and how the council guides the program.

5 Points/Exemplary:

- The school counseling advisory council includes representatives from all core stakeholder groups of parents, teachers, administrators, community members, students (middle, high schools) and may include students and school board members. Elementary school counselors sought input from students.
- There is highly detailed evidence (i.e., agendas, minutes, presentation materials, handouts) that the school counselor has presented the school’s current data and the school counseling program’s goals and activities to the advisory council.
- There is clear evidence that the advisory council has provided input on the goals and activities of the school counseling program. Minutes reflect a meaningful and rich discussion.
- The advisory council is solely focused on the school counseling program.
- Highly detailed agendas and minutes with supporting documentation from at least two meetings (one from the fall and one from the spring) are included.
- The narrative provides a highly detailed explanation of how the advisory council was developed and how the council guides the program.

4 Points/Accomplished:

- The school counseling advisory council includes representatives from all core stakeholder groups of parents, teachers, administrators, community members and may include students and school board members.
- There is detailed evidence (i.e., agendas, minutes, presentation materials)

Recognized ASCA Model Program (RAMP) Scoring Rubric

that the school counselor has presented the school's current data and the school counseling program goals and activities to the advisory council.

- There is evidence the advisory council has provided input on the school counseling program's goals and activities. Minutes reflect a discussion.
- The advisory council is solely focused on the school counseling program.
- Detailed agendas and minutes from at least two meetings (one from the fall and one from the spring) are included.
- The narrative provides a satisfactory explanation of how the advisory council was developed and how the council guides the program.

3 Points/Satisfactory:

- The school counseling advisory council includes representatives from core stakeholder groups of parents, teachers, administrators and community members.
- There is evidence (i.e., agendas, minutes) that the school counselor has presented the school's current data and the school counseling program goals and activities to the council.
- There is evidence the council has approved the school counseling program's goals and activities.
- The council may not be solely focused on the school counseling program.
- Agendas and minutes from two meetings (one from the fall and one from the spring) are included.
- The narrative mentions how the advisory council was developed and how the council guides the program.
-

2 Points/Emerging:

- The school counseling advisory council includes representatives from some core stakeholder groups of parents, teachers, administrators and community members.
- There is minimal evidence (agenda) that the school counselor has presented the school's current data and the school counseling program goals and activities to the advisory council.
- There is minimal evidence that the advisory council has provided input on the goals and activities of the school counseling program.
- The council may not be solely focused on the school counseling program.
- Agendas and minutes from two meetings lack detail and clarity.
- The narrative mentions either how the advisory council was developed or how it guides the program.

1 Point/ Inadequate:

- The school counseling advisory council lacks representatives from core stakeholder groups.
- There is no evidence the school counselor has presented the school's current data and the school counseling program goals and activities to the advisory council.
- There is no evidence the advisory council has provided input on the school counseling program's goals and activities.
- The advisory council is not solely focused on the school counseling program.

Recognized ASCA Model Program (RAMP) Scoring Rubric

- Agendas and minutes include little or no detail and clarity.
- The narrative does not address how the advisory council was developed or how it guides the program.

Recognized ASCA Model Program (RAMP) Scoring Rubric

Section 7: Calendars – 5 Points

School counselors develop, publish and share calendars of school counseling activities to inform students, parents, teachers and administrators.

Include:

- The school counseling annual calendar for the most recently completed academic year, including the most important school counseling activities and events for the year for the entire school counseling program.
- Two weekly calendars for each school counselor – one from fall semester and one from spring semester. The weekly calendars include dates and as much specific information as possible. Percentage of time for direct/indirect student services and program management/school support align with the annual agreement. School counselors within the department do not have to select the same weeks for submission but must choose one from fall and one from spring.

See pages 56–57 of “The ASCA National Model: A Framework for School Counseling Programs (third edition)” for more information.

Narrative: The narrative includes an explanation of how the annual and weekly calendars are developed. The narrative describes how the department uses and adjusts the calendar as needed based on information or situations arising during the school year.

5 Points/Exemplary:

- The annual calendar is highly detailed and shows the depth and breadth of an exemplary comprehensive school counseling program that has an impact on all students in the school as well as educational stakeholders.
- The annual calendar unmistakably reflects the school counseling program goals (included in Section 3 of the RAMP application) and the school counseling core curriculum action plan.
- The two weekly calendars (one from the fall and one from the spring) from each school counselor are highly detailed and highly correlate with the percentage of time allocated to the delivery component in the annual agreement.
- Time slots on the weekly calendar identify topics and activities addressed during that time period and are clearly coded so the percentage of time for school counseling core curriculum, individual student planning, responsive services, indirect services and program planning/school support is clearly communicated.

4 Points/Accomplished:

- The annual calendar is detailed and shows the depth and breadth of a strong comprehensive school counseling program that affects all students in the school.
- The annual calendar reflects the school counseling program goals (included in Section 3 of the RAMP application) and the school counseling core curriculum action plan.

Recognized ASCA Model Program (RAMP) Scoring Rubric

- The two weekly calendars (one from the fall and one from the spring) from each school counselor are detailed and correlate with the percentage of time allocated to the delivery component in the annual agreement.

3 Points/Satisfactory:

- The annual calendar includes components of a comprehensive school counseling program.
- The annual calendar reflects some activities linked to the school counseling program goals (included in Section 3 of the RAMP application) and the school counseling core curriculum action plan.
- The two weekly calendars (one from the fall and one from the spring) from each school counselor have limited detail but correlate with the percentage of time allocated to the delivery component in the annual agreement.

2 Points/Emerging:

- The annual calendar provides few details of a comprehensive school counseling program.
- The annual calendar reflects very few activities connected to the school counseling program goals (included in Section 3 of the RAMP application) or the school counseling core curriculum action plan.
- The two weekly calendars (one from the fall and one from the spring) from each school counselor lack detail and lack correlation with the percentage of time allocated to the delivery component in the annual agreement.

1 Point/Inadequate:

- The annual calendar shows little or no details of a comprehensive school counseling program.
- The annual calendar shows no evidence of reflection of the school counseling program goals (included in Section 3 of the RAMP application) or the school counseling core curriculum action plan.
- Two weekly calendars from each school counselor are not included or the two weekly calendars (one from the fall and one from the spring) from each school counselor show little or no detail or correlation with the percentage of time allocated to the delivery component in the annual agreement.

Recognized ASCA Model Program (RAMP) Scoring Rubric

Section 8: School Counseling Core Curriculum Action Plan and Lesson Plans – 6 Points

The school counseling core curriculum action plan provides details about how the school counselors will effectively and efficiently deliver the school counseling program (lessons and activities that are delivered to all students in a grade level) and includes activities that will help the school counseling program achieve desired results.

Include:

- The school counseling core curriculum action plan for the school counseling program. You must use the ASCA template found on page 69 of the ASCA National Model or on the RAMP section of www.schoolcounselor.org.
- All school counseling core curriculum lessons/activities for the school year. Not all activities will necessarily address the program goals.
- Three lesson plans for activities from the school counseling core curriculum action plan. You must use the ASCA lesson plan template found on page 72 of the ASCA National Model or on the RAMP section of www.schoolcounselor.org. In Section 9, you will be required to provide results reports for these three highlighted lessons.
- Any survey or instrument used to collect perception data.

There may be a few lessons on the action plan not linked to outcome data. For example, many elementary school counselors teach personal safety lessons, and these may not be linked to outcome data. See pages 53–56, pages 69, 72 and 85 of “The ASCA National Model: A Framework for School Counseling Programs (third edition)” for more information.

Narrative: The narrative addresses the rationale for the design and implementation of the school counseling core curriculum. It describes how the school counselors decided what will be delivered, to whom it will be delivered, how it will be delivered and how students’ attainment of the knowledge will be evaluated.

6 Points/Exemplary:

- The school counseling core curriculum action plan is highly comprehensive in scope and developmentally appropriate.
- The lessons in the plan address a broad variety of topics appropriate to student achievement and success based on school data.
- All students in the school are clearly affected by lessons in the plan.
- Three exemplary classroom lessons unequivocally link to the school counseling program vision, mission, goals and ASCA Mindsets & Behaviors.
- The lesson plans reflect a variety of quality teaching strategies and are developmentally appropriate.
- The lessons are highly likely to enable students to master the appropriate learning objectives.
- The lesson plans include a highly detailed plan for evaluation of the lessons including process, perception and outcome data to be monitored and analyzed.
- Any survey or instrument used to collect perception data is included.

Recognized ASCA Model Program (RAMP) Scoring Rubric

5 Points/Accomplished:

- The school counseling core curriculum action plan is comprehensive in scope and developmentally appropriate.
- The lessons in the plan address topics appropriate to student achievement and success based on school data.
- All students in the school are affected by lessons in the plan.
- Three quality classroom lessons directly link to the school counseling program vision, mission, goals and ASCA Mindsets & Behaviors.
- The lesson plans reflect a variety of teaching strategies and are developmentally appropriate.
- The lessons are likely to enable students to master the appropriate learning objectives.
- The lesson plans include a detailed plan for evaluation of the lessons.
- Any survey or instrument used to collect perception data is included.

4 Points/Satisfactory:

- The school counseling core curriculum action plan is comprehensive in scope and developmentally appropriate.
- The lessons in the plan address topics appropriate to student achievement and success.
- All students in the school are affected by lessons in the plan.
- Three classroom lessons link to the school counseling vision, mission, goals and ASCA Mindsets & Behaviors.
- A survey or instrument used to collect perception data may be included.
- The lesson plans include a plan for evaluation of the lessons.

3 Points/Minimally Satisfactory

- The school counseling core curriculum action plan is comprehensive in scope and developmentally appropriate.
- The lessons in the plan address a variety of topics.
- Three classroom lessons may link to the school counseling vision, mission, goals and ASCA Mindsets & Behaviors.
- The lesson plans include a partial plan for evaluation of the lessons.

2 Points/Emerging:

- The school counseling core curriculum action plan is developmentally appropriate but is not comprehensive in scope.
- The lessons in the plan address limited topics.
- Three classroom lessons may link to the school counseling vision, mission, goals and ASCA Mindsets & Behaviors.
- The lesson plans include a partial plan for evaluation of the lessons.

Recognized ASCA Model Program (RAMP) Scoring Rubric

1 Point/Inadequate:

- The school counseling core curriculum action plan is neither developmentally appropriate nor comprehensive in scope.
- The content of lessons in the plan is unclear.
- Not all students are affected by lessons in the plan.
- Three classroom lessons lack linkage to the school counseling vision, mission, goals and ASCA Mindsets & Behaviors.
- The lesson plans do not include a plan for evaluation of the lessons.

Recognized ASCA Model Program (RAMP) Scoring Rubric

Section 9: School Counseling Core Curriculum Results Report – 6 points

The analysis of the school counseling curriculum results report demonstrates the effectiveness of the program and classroom activities and informs program improvement. The school counseling core curriculum results report analyzes the three lessons highlighted in Section 8.

- Insert the core curriculum results report information into the appropriate section in the online application for each lesson plan.
- Use the template found on page 114 of the ASCA National Model or on the RAMP section of www.schoolcounselor.org.
- Upload a chart or graph summarizing the perception data collected.

See pages 101-103 and page 114 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" for more information.

Narrative: The narrative reflects on the analysis of the effectiveness of the lessons and addresses how the results will inform future school counseling activities.

6 Points/Exemplary:

- The school counseling core curriculum results report summarizes three exemplary classroom lessons that are directly linked to the school counseling vision, mission, goals and ASCA Mindsets & Behaviors.
- Exemplary process, perception and outcome data are included for the three lesson plans.
- A quality graph or chart, easily and clearly understood, summarizing the perception data collected is included and clearly conveys lesson impact on student.
- Implications of the lessons are insightful and will lead to the delivery of exemplary lessons in the future.

5 Points/Accomplished:

- The school counseling core curriculum results report summarizes the three quality classroom lessons that are broadly linked to the school counseling vision, mission, goals and ASCA Mindsets & Behaviors.
- Quality process, perception and outcome data are included.
- A graph or chart summarizing the perception data collected is included and conveys student impact.
- Implications of the lessons are thoroughly discussed with practical suggestions for future practice proffered.

4 Points/Satisfactory:

- The school counseling core curriculum results report summarizes three classroom lessons loosely linked to the school counseling vision, mission, goals and ASCA Mindsets & Behaviors.
- Appropriate process, perception and outcome data are included.
- A graph or chart summarizing the perception data collected is included.
- Implications are discussed along with customary suggestions for future implementation.

Recognized ASCA Model Program (RAMP) Scoring Rubric

3 Points/Minimally Satisfactory:

- The school counseling core curriculum results report summarizes the three classroom lessons that may link to the school counseling vision, mission, goals and ASCA Mindsets & Behaviors.
- The results report does not include all components of process, perception and outcome data or there is some confusion between perception and outcome data.
- A graph or chart of perception data results is included but lacks sufficient clarity or visual representation to convey student impact.
- Implications are discussed, but little is offered related to future practice.

2 Points/Emerging:

- The school counseling core curriculum results report lists lessons that lack alignment with the school counseling vision, mission and goals.
- Insufficient data is provided or there is data confusion among process, perception and outcome.
- A simple graph may be included, but it lacks clarity and/or does not convey student impact.
- Implications are limited to what occurred in lessons and few thoughts for future practice.

1 Point/Inadequate:

- The school counseling core curriculum results report lacks alignment with the school counseling vision, mission and goals and is not comprehensive in scope or does not reflect the three exemplary lessons provided in Section 8.
- No graph or chart summarizing data is provided.
- The three classroom lessons lack linkage to the school counseling vision, mission, goals and ASCA Mindsets & Behaviors.
- Insufficient data are reported.
- Implications are limited, lack insight and do not contribute to improved practice.

Recognized ASCA Model Program (RAMP) Scoring Rubric

Section 10. Small-Group Responsive Services – 6 Points

Small-group activities typically involve four or more sessions designed to meet specific prevention or intervention goals.

- All groups conducted in the most recently completed academic year are included in the small-group action plan found on page 70 of the ASCA National Model or on the RAMP section of www.schoolcounselor.org.
- Insert the small-group results report information into the appropriate sections in the online application.
- Use the ASCA small-group results report found on p. 115 of the ASCA National Model or on the RAMP section of www.schoolcounselor.org.
- Include detailed lesson plans for one group that met at least four times. Use the ASCA lesson plan template found on page 72 of the ASCA National Model or on the RAMP section of www.schoolcounselor.org.
- Upload any survey or instrument used to collect perception data.
- Upload a chart or graph that summarizes the perception data collected.

Although you will only submit a results report for one small group, the action plan provides for reflection on meaningful data for all groups. The intent of the action plan is to ensure groups are data driven and are linked to process, perception and outcome data.

See pages 54-56 and pages 70, 72 and 115 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" for more information.

Narrative: The narrative address how and why group topics and participants were selected. It also addresses how the group results will inform future school counseling groups. If the school has more than one school counselor, explain how the decision was made for the specific school counselor to deliver this group.

6 Points/Exemplary:

- Multiple groups are conducted during the school year and address a broad variety of student needs.
- Lesson plans for an exemplary small group that met at least four times are highly detailed and comprehensive, reflect best practices and are evidence-informed.
- The group's purpose is directly tied to school counseling program goals and ASCA Mindsets & Behaviors.
- The group is comprehensive in scope and developmentally appropriate.
- Group activities are highly likely to enable students to master the learning objectives stated on the lesson plans.
- The highest quality process, perception and outcome data for the group are included.
- Any survey or instrument used to collect perception data is included.
- A graph or chart summarizing the perception data collected is included.

Recognized ASCA Model Program (RAMP) Scoring Rubric

5 Points/Accomplished:

- Multiple groups addressing different student needs are conducted during the school year.
- Lesson plans of the small group that met for at least four sessions are detailed and comprehensive and reflect best practices.
- The group's purpose is broadly tied to school counseling program goals and ASCA Mindsets & Behaviors.
- The group is comprehensive in scope and developmentally appropriate.
- Group activities are likely to enable students to master the learning objectives stated on the lesson plans.
- Quality clear and relevant process, perception and outcome data for the overall group are included.
- Any survey or instrument used to collect perception data is included.
- A graph or chart summarizing the perception data collected is included.

4 Points/Satisfactory:

- Two or more groups addressing two or more different student needs are conducted during the school year.
- Lesson plans of the small group are detailed and comprehensive.
- The group's purpose is loosely tied to school counseling program goals and ASCA Mindsets & Behaviors.
- The group is somewhat comprehensive in scope and developmentally appropriate.
- Most group activities likely to enable students to master the learning objectives are stated on the lesson plans.
- Clear and relevant process, perception and outcome data for the overall group are included.
- Any survey or instrument used to collect perception data may be included.
- A graph or chart summarizing the perception data collected may be included.

3 Points/Minimally Satisfactory

- Two or more groups are conducted during the school year.
- Lesson plans are clear and purposeful.
- The group's purpose lacks a clear linkage to school counseling program goals and/or ASCA Mindsets & Behaviors.
- The group may be developmentally appropriate.
- Some group activities may enable students to master the learning objectives stated on the lesson plans.
- Simplistic process, perception or outcome data are provided for the overall group.

2 Points/Emerging:

- One group is offered multiple times during the school year.
- Lesson plans for the small group lack clarity but appear purposeful.
- The group's purpose lacks a meaningful linkage to school counseling program goals and/or ASCA Mindsets & Behaviors.
- The group is generally developmentally appropriate.
- Group activities may enable students to master the learning objectives stated on the lesson plans.
- A lack of understanding of process, perception or outcome data evidenced by data confusion for the overall group.

Recognized ASCA Model Program (RAMP) Scoring Rubric

1 Point/Inadequate:

- One group is conducted during the school year.
- Lesson plans lack clarity, purpose and do not reflect best practice.
- The group's purpose does not link to school counseling program goals or ASCA Mindsets & Behaviors.
- The group is not developmentally appropriate.
- Group activities do not link to the learning objectives stated on the lesson plans.
- There is no process, perception or outcome data for the overall group.

Recognized ASCA Model Program (RAMP) Scoring Rubric

Section 11: Closing-the-Gap Results Report – 6 Points

Closing-the-gap activities address academic or behavioral discrepancies that exist between student groups and can be tied to the school counseling program goals.

- Insert the closing-the-gap results report information for one closing-the-gap intervention into the appropriate sections in the online application.
- Use the closing-the-gap results report template found on page 116 of the ASCA National Model or on the RAMP section of www.schoolcounselor.org.
- Upload a summary of the perception data collected in a graph or chart format.

See pages 104 and 116 of “The ASCA National Model: A Framework for School Counseling Programs (third edition)” for more information.

Narrative: The narrative addresses how the gap was identified and why the activities or interventions were chosen. It also addresses next steps based on the results from the activities or interventions.

6 Points/Exemplary:

- The closing-the-gap results report is clearly tied to school counseling program goals.
- The objectives, target group, curriculum and/or activities are highly aligned and are developmentally appropriate.
- The report includes exemplary process, perception and outcome data.
- Implications of the report are insightful and will lead to the delivery of exemplary closing-the-gap activities in the future.
- The narrative provides a thorough explanation on how the gap was identified and why it was important to address. The narrative addresses how research was used to determine activities and interventions that were highly likely to affect the identified gap.
- Exemplary supplemental and supporting documentation support the narrative.
- A clear and relevant graph or chart summarizing the perception data collected is included and conveys impact of activities on students.

5 Points/Accomplished:

- The closing-the-gap results report is clearly tied to the school counseling program goals.
- The objectives, target group, curriculum and/or activities are aligned and are developmentally appropriate.
- The report includes clear and relevant process, perception and outcome data.
- Implications of the action plan are thoroughly discussed and offer cogent suggestions to improve future practice.
- The narrative provides an explanation on how the gap was identified and why it was important to address.
- The narrative provides clear information about how the activities and interventions were determined and why they were likely to affect the identified gap.
- Supplemental and supporting documentation support the narrative.

Recognized ASCA Model Program (RAMP) Scoring Rubric

- A clear graph or chart summarizing the perception data collected and suggesting changes in students is included.

4 Points/Satisfactory:

- The closing-the-gap results report is broadly tied to the school counseling program goals.
- The objectives, target group, curriculum and/or activities are generally aligned and are developmentally appropriate.
- The report includes basic process, perception and outcome data.
- Implications from the data are discussed and include some insight.
- The narrative provides an explanation of how the gap was identified and why it was important to address.
- The narrative provides an explanation of how the activities and interventions were chosen to address the identified gap.
- Basic supplemental and supporting documentation are provided.
- A graph or chart summarizing the perception data may be included.

3 Points/Minimally Satisfactory

- The closing-the-gap results report is broadly tied to the school counseling program goals.
- The objectives, target group, curriculum and/or activities lack alignment.
- The report lacks clear and well-understood process, perception or outcome data.
- Implications from the data are discussed.
- The narrative provides a general explanation of how the gap was identified or why it was addressed.
- Minimal supplemental or supporting documentation is provided.
- A graph or chart summarizing perception data is provided but has minimal meaning.

2 Points/Emerging:

- The closing-the-gap results report may lack ties to the school counseling program goals.
- The objectives, target group, curriculum and/or activities lack alignment.
- The report evidences confusion around process, perception or outcome data.
- Implications from the data are discussed but lack meaningful insight beyond standard ideas for improvement.
- The narrative lacks an explanation of how the gap was identified or why it was important to address.
- Confusing or irrelevant supplemental or supporting documentation is provided.
- A graph or chart summarizing perception data is provided but lacks meaning.

1 Point/Inadequate:

- The closing-the-gap results report is not tied to the school counseling program goals.
- The objectives, target group, curriculum and/or activities are not aligned or are not developmentally appropriate.

Recognized ASCA Model Program (RAMP) Scoring Rubric

- The report includes little or no process, perception or outcome data.
- Implications do not include insight or meaningful ways to improve.
- The narrative provides no explanation of how the gap was identified or why it was important to address.
- No supplemental or supporting documentation is provided.
- No charts or graphs on perception data are provided.

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Section 12: Program Evaluation Reflection – 5 Points

Through application of leadership, advocacy and collaboration skills, school counselors promote student achievement and systemic change that ensures equity and access to rigorous education for every student and leads to closing achievement, opportunity and attainment gaps.

Respond to this question:

How does your school's comprehensive school counseling program use leadership, advocacy and collaboration to create systemic change for the benefit of students? Cite specific examples for each that occurred as the school counseling program was implemented.

- Responses may be written or in a video or audio format.
- The four elements should be apparent in the response.
- A written response must be within 500–1,500 words.
- A video or audio file must be within three–five minutes.

See pages 1-10 of "The ASCA National Model: A Framework for School Counseling Program (third edition)" for more information.

Narrative: A narrative is not required for this section.

5 Points/Exemplary:

- The reflection is well-articulated and clearly organized.
- It includes specific details and a broad variety of examples of how the school counseling program provides exemplary leadership, advocacy and collaboration resulting in systemic change for the benefit of students.
- The examples given relate to the type of systemic change discussed.
- Systemic change examples include achievement, attendance and/or behavioral change that relate to program goals and school data.

4 Points/Accomplished:

- The reflection is well-articulated and clearly organized.
- It includes specific details and multiple examples of how the school counseling program provides strong leadership, advocacy and collaboration resulting in systemic change for the benefit of students.
- The examples given relate to the type of systemic change discussed.

3 Points/Satisfactory:

- The reflection is well-articulated and clearly organized.
- It includes one or more examples of how the school counseling program provides leadership, advocacy and collaboration, which relate to systemic change for the benefit of students.

2 Points/Emerging:

- The reflection lacks organization.
- It lacks specific details and examples of how the school counseling program provides leadership, advocacy or collaboration to promote systemic change for the benefit of students.

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1 Point/ Inadequate:

- The reflection lacks organization.
- It provides few or no specific details and examples of how the school counseling program provides leadership, advocacy or collaboration to promote systemic change for the benefit of students.