Recognized ASCA Model Program (RAMP) Scoring Rubric

This scoring rubric is based on the third edition of the ASCA National Model and is in effect for the October 2013 application process and beyond.

1. Vision Statement
The school counseling vision statement communicates what school counselors want to see in the future for the school community related to student achievement and other outcomes. It aligns with the school and district vision statements and is informed by the school counseling program's beliefs.

The school counseling vision statement:

1. Describes a future world where the school counseling goals and strategies are being successfully achieved
2. Outlines a rich and textual picture of what success looks and feels like
3. Is bold and inspiring
4. States the best possible student outcomes that are five to 15 years away
5. Is believable and achievable

Include:
- A list of the school counseling program's beliefs.
- A copy of the school and district vision statements (if available).
Note: If your school/district does not have a vision statement, please indicate 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 counselors' beliefs influenced the vision statement. It addresses how the vision statement was developed and why certain components were included or excluded. Note: If your school or district does not have a vision statement, please inform us.

5
Exemplary:
- The vision statement creates a vision of learning for all students that fulfills all five criteria 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.
- The narrative explains why components were included or excluded.

4
Strong:
- The vision statement creates a vision of learning for all students clearly addressing all five criteria.
- The narrative provides a detailed explanation of how the beliefs influenced the vision statement, how it was developed and why certain rubric components were included or excluded.

3
Satisfactory:
- The vision statement creates a vision of learning for all students that includes all five criteria.
- The narrative provides an explanation of how the vision statement was developed and why certain rubric components were included or excluded.

2
Weak:
- The vision statement lacks focus or does not include all five criteria.
- The narrative lacks an explanation of how the vision statement was developed and why certain components were included or excluded.

1
Poor:
- The vision statement lacks focus and includes only one or two of the five criteria.
- The narrative provides little or no explanation for how the vision statement was developed and why certain components were included or excluded.

2. Mission Statement

The school counseling mission statement provides the focus and direction to reach the vision, creating one focus in the implementation of the comprehensive school counseling program.

The school counseling mission statement:

1. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements
2. Is written with students as the primary focus
3. Advocates for equity, access and success of every student
4. Indicates the long-range results desired for all students

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 and why certain components were included or excluded.

5
Exemplary:
- The mission statement creates one focus and direction to reach the vision and fulfills all four criteria to the highest extent.
- The narrative includes a highly detailed summary of the process for developing the mission statement and explains why certain components were included or excluded.
- A copy of the school's mission statement is included.

4
Strong:
- The mission statement creates one focus and clearly addresses all four criteria.
- The narrative provides a detailed explanation of how the mission statement was developed and why certain components were included or excluded.
- A copy of the school's mission statement is included.

3
Satisfactory:
- The mission statement creates one focus and addresses all four criteria.

- The narrative provides an explanation of how the mission statement was developed and why certain components were included or excluded.
- A copy of the school's mission statement is included.

2
Weak:
- The mission statement lacks focus or does not include all four criteria.
- The narrative lacks a clear explanation of how the mission statement was developed and why certain components were included or excluded.
- A copy of the school's mission statement may be included.

1
Poor:
- The mission statement lacks focus and includes only one or two of the four criteria.
- The narrative provides little or no explanation for how the mission statement was developed and why certain components were included or excluded.
- A copy of the school's mission statement may be included.

3. School Counseling Program Goals
The school counseling program goals give focus to the school counseling program. They define how the vision and mission are accomplished and guide the development of curriculum, small-group and closing-the-gap action plans.

The program goals:
1. Promote achievement, attendance, behavior and/or school safety
2. Are based on school data
3. May address schoolwide data, policies and practices or address closing-the-gap issues
4. Address academic, career and/or personal/social development
5. Are SMART: 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.

5
Exemplary:
- The school counseling program goals focus attention on issues related to achievement, attendance, behavior and/or school safety; align with the school counseling vision and mission; and fulfill all five criteria.
- The goals are unmistakably linked to the school's data and are exemplary statements about desirable student outcomes toward which the program is willing to devote resources.
- The narrative includes a highly detailed summary of the process for developing the goals, how they address student learning and/or student inequalities and how they are founded in data.

4
Strong:
- The school counseling program goals focus attention on issues related to attendance, behavior and/or school safety; align with the school counseling vision and mission; and address all five criteria.

- The goals are clearly linked to the school's data and are strong statements about desirable student outcomes toward which the program is willing to devote resources.
- The narrative includes a detailed summary of the process for developing the goals, how they address student learning and/or student inequalities, and how they are founded in data.

3
Satisfactory:
- The school counseling program goals focus attention on issues related to attendance, behavior and/or school safety; align with the school counseling vision and mission; and address all five-rubric criteria.
- The goals are linked to the school's data.
- The narrative includes a summary of the process for developing the goals, how they address student learning and/or student inequalities and how they are founded in data.

2
Weak:
- The school counseling program goals focus attention on issues related to attendance, behavior and/or school safety and align with the school counseling vision anf mission but do not address all five criteria.
- The narrative lacks a summary of the process for developing the goals, how they address student learning and/or student inequalities and how they are founded in data.

1
Poor:
- 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.
- The narrative provides little or no summary of the process for developing the goals, how they address student learning and/or student inequalities and how they are founded in data.

4. ASCA Student Standards – Competencies and Indicators
The competencies and indicators from the ASCA Student Standards identify and prioritize the specific knowledge, attitudes and skills students should be able to demonstrate as a result of the school counseling program. The selected competencies and indicators align with school counseling program goals and are likely to have an impact on student outcomes related to program goals.

See page 29 of "The ASCA National Model: A Framework for School Counseling Programs (third edition)" for more information.

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

5
Exemplary:
- The competencies and indicators selected are developmentally appropriate for each grade level, address all grade levels at the school and are unmistakably linked to the school counseling program's vision, mission and goals.
- The narrative provides a highly detailed explanation of how these competencies and indicators were chosen, how they inform the core curriculum for all students and how they are reviewed or revised each year.

4
Strong:
- The competencies and indicators selected are developmentally appropriate for each grade level, address all grade levels at the school and clearly link to the school counseling program's vision, mission and goals.
- The narrative provides a detailed explanation of how these competencies and indicators were chosen, how they inform the core curriculum for all students and how they are reviewed or revised each year.

3
Satisfactory:

- The competencies and indicators selected are developmentally appropriate for each grade level, address all grade levels at the school and link to the school counseling program's vision, mission and goals.
- The narrative provides an explanation of how these competencies and indicators were chosen, how they inform the core curriculum for all students and how they are reviewed or revised each year.

2
Weak:
- The competencies and indicators selected are developmentally appropriate for each grade level but do not address all grade levels and/or lack linkage to the school counseling program's vision, mission and goals.
- The narrative lacks an adequate explanation of how these competencies and indicators were chosen, how they inform the core curriculum for all students or how they are reviewed or revised each year.

1
Poor:
- The competencies and indicators selected may not be developmentally appropriate for each grade level, do not address all grade levels and do not link to the school counseling program's vision, mission and goals.
- The narrative does not explain how these competencies and indicators were chosen or how they inform the core curriculum for all students.

5. Annual Agreement

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 as well as increase an administrator's understanding of a comprehensive school counseling program.

Include an annual agreement for **each** school counselor. The percentages of time may vary with individual assignments. Schools **must use** the annual agreement template provided in the ASCA National Model.

The annual agreement:
- Is created and signed by the school counselor and supervising administrator within the first two months of school
- Reflects the school counseling program's vision, mission and program goals
- Lists the school counselor's specific responsibilities within the school counseling program, such as student caseload and program components or activities
- Identifies areas for professional development for the school counselor

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 on the discussion with the administrator. It provides a rationale for the school counselor's use of time based on the school's data and provides an explanation of how the decision to distribute duties among the school counseling staff was made.

5
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 vision statement, mission statement and 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 reflects the formal discussion between the school counselor and principal and how the decision to distribute duties among the school counseling staff was made.

4
Strong:
- 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 clearly reflects the school counseling program's vision statement, mission statement and goals.
- Each agreement is signed within the first two months of the school year.
- The narrative provides a compelling 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
Satisfactory:
- 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 student services and program planning/school support.
- Each agreement reflects the school counseling program's vision statement, mission statement and goals.
- Each agreement was signed within the first two months of the school year.
- The narrative provides a 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.

2
Weak:
- The annual agreement for each school counselor lacks a reflection of each school counselor's scope of work.

- The percentage of time may align with the recommended percentage of time for direct/indirect student services and program planning/school support.
- Each agreement does not clearly reflect the school counseling program's vision statement, mission statement and goals.
- 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 reflect the formal discussion between the school counselor and principal and how the decision to distribute duties among the school counseling staff was made.

1
Poor:
- 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 vision statement, mission statement and goals.
- 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 reflect the formal discussion between the school counselor and principal and how the decision to distribute duties among the school counseling staff was made.

6. Advisory Council
The advisory council is a representative group of stakeholders (e.g. parent, staff, community, administration, etc.) selected to review and advise on the implementation of 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.
- 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 and how the council guides the program.

5
Exemplary:
- The school counseling advisory council includes representatives from all core stakeholder groups of parents, teachers, administrators and community and may include students and school board members.
- There is highly detailed evidence 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 clear evidence that the advisory council has provided input on the goals and activities of the school counseling program.
- 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
Strong:

- The school counseling advisory council includes representatives from core stakeholder groups of parents, teachers, administrators and community and may include students and school board members.
- There is detailed evidence 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 that the advisory council has provided input on the goals and activities of the school counseling program.
- 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 detailed explanation of how the advisory council was developed and how the council guides the program.

3
Satisfactory:
- The school counseling advisory council includes representatives from core stakeholder groups of parents, teachers, administrators and community and may include students and school board members.
- There is evidence 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 that the 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 (one from the fall and one from the spring) are included.
- The narrative addresses how the advisory council was developed and how the council guides the program.

2
Weak:
- The school counseling advisory council lacks representatives from core stakeholder groups of parents, teachers, administrators and community.
- There is a lack of evidence 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 a lack of 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.

1
Poor:
- The school counseling advisory council lacks representatives from core stakeholder groups of parents, teachers, administrators and community.
- There is little or no evidence 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 little or no evidence that the advisory council has provided input on the goals and activities of the school counseling program.
- The advisory council is not solely focused on the school counseling program.
- Agendas and minutes include little or no detail and clarity.

7. Calendars
School counselors develop and publish calendars of school counseling events to inform students, parents, teachers and administrators of what, when and where school counseling activities will be held.

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.

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 the annual and weekly calendars. The narrative describes how the department uses and adjusts the calendar as needed based on information or situations arising during the school year.

5
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 goals and activities of 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 that 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

Strong:

- The annual calendar is highly detailed and shows the depth and breadth of a strong comprehensive school counseling program that affects all students in the school.
- The annual calendar clearly reflects the school counseling program goals (included in section 3 of the RAMP application) and the goals and activities of 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 detailed and correlate with the percentage of time allocated to the delivery component in the annual agreement.

3

Satisfactory:

- The annual calendar characterizes a comprehensive school counseling program.
- It reflects the school counseling program goals (included in section 3 of the RAMP application) and the goals and activities of the school counseling core curriculum action plan.
- The two weekly calendars (one from the fall and one from the spring) from each school counselor correlate with the percentage of time allocated to the delivery component in the annual agreement.

2

Weak:

- The annual calendar provides few details of a comprehensive school counseling program.
- It lacks evidence of reflection of the school counseling program goals (included in section 3 of the RAMP application) or the goals and activities of 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

Poor:

- The annual calendar shows little or no details of a comprehensive school counseling program.
- It shows little or no evidence of reflection of the school counseling program goals (included in section 3 of the RAMP application) or the

goals and activities of 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.

8. School Counseling Core Curriculum Action Plan and Lessons Plans
The school counseling core curriculum action plan provides details as to how the school counselors will efficiently and effectively deliver the school counseling program 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 template found on page 69 of the ASCA National Model.
- 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. In section 9, you will be required to provide results reports for the three lessons highlighted.

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 competencies will be evaluated.

5
Exemplary:
- The school counseling core curriculum action plan is highly comprehensive in scope and developmentally appropriate.
- The content of 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 directly link to the school counseling program vision, mission, goals and ASCA Student Standards competencies and indicators.
- The lessons are highly likely to enable students to master the appropriate standards and competencies.
- The lesson plans include a highly detailed plan for evaluation of the lessons including process, perception and outcome data to be monitored and analyzed.

4
Strong:

- The school counseling core curriculum action plan is comprehensive in scope and developmentally appropriate.
- The content of lessons in the plan addresses topics appropriate to student achievement and success based on school data.
- All students in the school are affected by lessons in the plan.
- Three exemplary classroom lessons directly link to the school counseling program vision, mission, goals and ASCA Student Standards competencies and indicators.
- The lessons are clearly linked to the selected standards and competencies.
- The lesson plans include a highly detailed plan for evaluation of the lessons.

3
Satisfactory:
- The school counseling core curriculum action plan is comprehensive in scope and developmentally appropriate.
- 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 Student Standards competencies and indicators.
- The lesson plans include a plan for evaluation of the lessons.

2
Weak:
- The school counseling core curriculum action plan is developmentally appropriate but is not comprehensive in scope.
- Three classroom lessons may link to the school counseling vision, mission, goals and ASCA Student Standards competencies and indicators.
- The lesson plans include a partial plan for evaluation of the lessons.

1
Poor:
- The school counseling core curriculum action plan is not developmentally appropriate or comprehensive in scope.
- Three classroom lessons lack linkage to the school counseling vision, mission, goals and ASCA Student Standards competencies and indicators.
- The lesson plans do not include a plan for evaluation of the lessons.

9. School Counseling Core Curriculum: Results Report
The analysis of the school counseling curriculum results report demonstrates the effectiveness of the program and classroom activities and informs program improvement. The core curriculum results report analyzes **the three lessons highlighted in section 8.**

Include the completed school counseling core curriculum results report using the template found on page 114 of the ASCA National Model.

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.

5
Exemplary:
- The school counseling core curriculum results report summarizes the three exemplary classroom lessons that are directly linked to the school counseling vision, mission, goals and ASCA Student Standards competencies and indicators.
- Exemplary process, perception and outcome data are included.
- Implications of the lessons are insightful and will lead to the delivery of exemplary lessons in the future.

4
Strong:
- The school counseling core curriculum results report summarizes the three high-quality classroom lessons that are directly linked to the school counseling vision, mission, goals and ASCA Student Standards competencies and indicators.
- High-quality process, perception and outcome data are included.
- Implications of the lessons are thoroughly discussed.

3
Satisfactory:
- The school counseling core curriculum results report summarizes the three classroom lessons linked to the school counseling vision, mission, goals and ASCA Student Standards competencies and indicators.
- Process, perception and outcome data are included.

2
Weak:
- The school counseling core curriculum results report is developmentally appropriate but lacks alignment with the school counseling vision, mission and goals and is not comprehensive in scope.
- The three classroom lessons may link to the school counseling vision, mission, goals and ASCA Student Standards competencies and indicators.
- The lessons may enable students to master the appropriate competencies and indicators from the ASCA Student Standards.
- The results report does not include all components of process, perception and outcome data.

1
Poor:
- The school counseling core curriculum results report is not developmentally appropriate; lacks alignment with the school counseling vision, mission and goals; and is not comprehensive in scope.
- The three classroom lessons lack linkage to the school counseling vision, mission, goals and ASCA Student Standards competencies and indicators.
- Insufficient data are reported.

10. Small-Group Responsive Services

Small-group activities typically involve four to 10 sessions designed to meet specific prevention or intervention goals.

Include:
- A list of all groups conducted in the most recently completed academic year
- A completed small-group results report for one small group using the ASCA small-group results report found on p. 115 of the ASCA National Model.
- Detailed lesson plans for the group (four to 10 sessions) using the ASCA lesson plan template found on page 72 of the ASCA National Model.

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.

5
Exemplary:
- Multiple groups of four to 10 sessions are conducted during the school year and address a broad variety of student needs.
- Lesson plans for an exemplary small group that met four–10 times are highly detailed and comprehensive.
- The group's purpose is directly tied to school counseling program goals and competencies/indicators from the ASCA Student Standards.
- The group is comprehensive in scope, developmentally appropriate, and group activities are highly likely to enable students to master the standards, competencies and indicators stated on the lesson plans.
- The highest quality process, perception and outcome data for the group are included.

4
Strong:
- Multiple groups addressing different student needs of at least four to 10 sessions are conducted during the school year.

- Lesson plans of the small group that met between 4-10 sessions are detailed and comprehensive.
- The group's purpose is directly tied to school counseling program goals and competencies/indicators from the ASCA Student Standards.
- The group is comprehensive in scope, developmentally appropriate, and group activities are likely to enable students to master the standards, competencies and indicators stated on the lesson plans.
- High-quality, clear and relevant process, perception and outcome data for the overall group are included.

3
Satisfactory:
- Two or more groups of at least four to 10 sessions are conducted during the school year.
- Lesson plans of the small group are detailed and comprehensive.
- The group's purpose is directly tied to school counseling program goals and competencies/indicators from the ASCA Student Standards.
- The group is comprehensive in scope, developmentally appropriate, and group activities likely enable students to master the standards, competencies and indicators stated on the lesson plans.
- Clear and relevant process, perception and outcome data for the overall group are included.

2
Weak:
- At least one group is conducted during the school year. Lesson plans for the small group lack clarity.
- The group's purpose lacks a linkage to school counseling program goals or competencies and indicators from the ASCA Student Standards.
- The group may be developmentally appropriate, and group activities may enable students to master the standards, competencies and indicators stated on the lesson plans.
- There is a lack of process, perception or outcome data for the overall group.

1
Poor:
- One or more groups are conducted during the school year. Lesson plans for the small group are not detailed.
- The group's purpose does not link to school counseling program goals or competencies and indicators from the ASCA Student Standards.

- The group may be developmentally appropriate, but group activities do not link to the standards, competencies and indicators stated on the lesson plans.
- There is little or no process, perception or outcome data for the overall group.

11. Closing-the-Gap Results Report

Closing-the-gap activities address academic or behavioral discrepancies that exist between student groups.

Include a closing-the-gap results report that is tied to the school counseling program goals. The closing-the-gap template is found on page 116 of the ASCA National Model.

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.

5
Exemplary:
- The closing-the-gap results report is clearly tied to school counseling program goals.
- The objectives, target group, curriculum and/or materials 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.

4
Strong:
- The closing-the-gap results report is clearly tied to the school counseling program goals.
- The objectives, target group, curriculum and/or materials 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. 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.

3
Satisfactory:
- The closing-the-gap results report is clearly tied to the school counseling program goals.
- The objectives, target group, curriculum and/or materials are aligned and are developmentally appropriate.
- The report includes process, perception and outcome data as well as implications from the data. The narrative provides an explanation of how the gap was identified and why it was important to address.
- The narrative provides information about how the activities and interventions were chosen to address the identified gap.

2
Weak:
- The closing-the-gap results report may lack ties to the school counseling program goals.
- The objectives, target group, curriculum and/or materials lack alignment.
- The report lacks process, perception or outcome data or implications from the data.
- The narrative lacks an explanation of how the gap was identified or why it was important to address.
- The narrative lacks information about how the activities and interventions were chosen to address the identified gap.

1
Poor:
- The closing-the-gap results report is not tied to the school counseling program goals.
- The objectives, target group, curriculum and/or materials are not aligned or are not developmentally appropriate.
- The report includes little or no process, perception or outcome data or implications from the data.
- The narrative provides little or no explanation of how the gap was identified or why it was important to address.
- The narrative provides little or no information about how the activities and interventions were chosen to address the identified gap.

12. Program Evaluation Reflection
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?

Responses may be written or in a video or audio format. The four elements should be apparent in the response. If written, the 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
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
Strong:
- 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
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
Weak:
- 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.

1
Poor:
- 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.