FITCHBURG STATE UNIVERSITY

Massachusetts School Counselors Association's Rubric   **Counselor Work Sample: MARC Jr. Rubric**
 Follow Guide in Stage 3 Form 3C

Graduate Student:_____ FSU ID:@_____ Date:_____

Grade: _____/15

Comments:

RUBRIC FOR CONTENT:

MARC Jr. COMPONENTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS
Clarity, Congruity, Continuity, and Connectivity	Content is exceptionally clear, concise, and significant. Type size is always appropriate. Graphs are outstanding, and there is complete alignment between them and the written text. A consistent "voice" is obvious throughout the document.	The content is clear, concise and significant. Alignment between written text and graphic illustrations is evident. "Voice" is consistent in the document. Type size is mostly appropriate.	The content is partially clear. The text and graphics are mostly aligned. "Voice" is inconsistent in parts of the document. Type size is minimally appropriate.	The content is awkward and lacking significance. There is no alignment between written test and graphic illustrations. "Voice" is not consistent throughout the document. Type size is inappropriate

PRINCIPAL'S COMMENTS:

The following information should be included in the text of the principal's statement:

- Limit text to one or two short paragraphs.
- Statement of support for implementation of the Massachusetts Model for School Counseling Programs
- Emphasis on the vital role of the school counseling team in academic success and school safety

MARC Jr. COMPONENTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS
Principal's Comments	Exemplary statement of support for the implementation of the MA Model and the vital role of the school counseling team in academic success and school safety.	Adequate statement of support for the implementation of the MA Model and the role of the school counseling team in academic success and school safety	Partial statement of support for the implementation of the MA Model and/or the role of the school counseling team in academic success and school safety.	for the implementation of the MA Model and the role of the school counseling team in academic success and school safety.

SCHOOL COUNSELING TEAM

The following information should be considered in the School Counseling Team section:
- Description of collaboration with other school staff (psychologists, social workers, nurses, speech and language specialists, technicians, clerical staff, volunteers, health department, etc.)
- Profiles highlighting the education, experience, professional organization membership and qualifications of school counseling team (this may be cumulative or individual as space permits)
- Role of school counselors in the design, coordination, implementation and evaluation of the comprehensive school counseling program

MARC Jr. COMPONENTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS
School Counseling Team	Outstanding indication that the school counseling team collaborates with all of the school's student support personnel. Education, experience, professional organization membership, and qualifications of all team members provided. School counselors design, coordinate, implement, and evaluate an equitable school counseling program that serves all students.	Satisfactory indication that the school counseling team collaborates with the school's student support personnel. Education, experience, professional organization membership, and qualifications of most team members provided. School counselors design, coordinate, implement, and evaluate an equitable school counseling program	Minimal indication that the school counseling team collaborates with the school's student support personnel. Education, experience, professional organization membership, and qualifications of some members provided. Limited information provided on the role of school counselors in the design, implementation and evaluation of the school counseling program	No indication of a school counseling team. Education, experience, professional organization membership, and qualifications are not provided. No mention that the school counselors design, coordinate, implement, and evaluate the school counseling program

STUDENT RESULTS

The following information must be included in Student Results:
- The relationship between the data presented and the school counseling program should be clearly stated.
- Lead paragraph on importance of student results and relationship to the MA CDE Benchmarks
- Graphic representations of data (minimum of two) with written explanation of each graphic

MARC Jr. COMPONENTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS
STUDENT RESULTS	Strong statement on the importance of attaining student results. Contains three easy to read graphic representations of student results, each accompanied by a well documented written explanation.	Statement on the importance of attaining student results. Includes two easy-to-read graphic representations of student results, each accompanied by a written explanation.	Incomplete statement on the importance of attaining student results. Includes two graphics that represent student results. One or two graphics have a written explanation.	No statement on the importance of attaining student results. Includes one or two graphics without a written explanation.

FOCUS FOR IMPROVEMENT

The following information must be included for this section:
- Lead paragraph on commitment to improvement and alignment of this section to your school's improvement plan
- Identification of needs from surveys, assessments, community feedback, and/or evaluation data
- Prioritization of areas of improvement

MARC Jr. COMPONENTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS
FOCUS FOR IMPROVEMENT	A strong commitment to continuous improvement. Use of data to identify areas of need, and prioritization of areas of improvement..	Commitment to continuous improvement. Use of data to identify areas of need and prioritization of areas of need.	Some commitment to improve. No use of data to identify of areas of need. Prioritization of areas of need.	No commitment to improve. No use of data to identify or prioritize areas of need.