 **Graduate Program in Counseling  
MA School Counselors Association’s Counselor Work Sample: MARC Jr. Rubric**

**Rubric Design**  Follow Guide in Stage 3 Form 3C

**Graduate Student:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **FSU ID:@\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade: \_\_\_\_\_/15**

**Comments:**

**RUBRIC FOR CONTENT**

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| **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 sizeis 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**

 Limit text to one or two short paragraphs.

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

 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

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| **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

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| **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 relationship between the data presented and the school counseling program should be clearly stated.

The following information must be included in Student Results:

 Lead paragraph on importance of student results and relationship to the MA CDE Benchmarks

 Graphic representations of data (minimum of two)

 Written explanation of each graphic representation

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| **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

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| **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. |

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