 **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 exceptionallyclear, concise, andsignificant. Type size isalways appropriate.Graphs are outstanding,and there is completealignment between them and the written text. A consistent “voice” is obvious throughout thedocument.  | The content is clear,concise and significant.Alignment between written text and graphicillustrations is evident.“Voice” is consistent inthe document. Type size is mostly appropriate. | The content is partiallyclear. The text andgraphics are mostlyaligned. “Voice” isinconsistent in parts ofthe document. Type sizeis minimally appropriate. | The content is awkwardand lackingsignificance. There isno alignment betweenwritten test and graphicillustrations. “Voice” isnot consistentthroughout thedocument. Type size isinappropriate |

**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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| **MARC Jr.****COMPONENTS** | **3****EXCEEDS****EXPECTATIONS** | **2****MEETS****EXPECTATIONS** | **1****MINIMALLY MEETS****EXPECTATIONS** | **0****DOES NOT MEET****EXPECTATIONS** |
| **Principal’s** **Comments** | Exemplary statement ofsupport for theimplementation of theMA Model and the vitalrole of the schoolcounseling team inacademic success andschool safety. | Adequate statement ofsupport for theimplementation of theMA Model and the roleof the school counselingteam in academic successand school safety | Partial statement ofsupport for theimplementation of theMA Model and/or therole of the schoolcounseling team inacademic success andschool safety. | for the implementation ofthe MA Model and therole of the schoolcounseling team inacademic success andschool 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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| **MARC Jr.****COMPONENTS** | **3****EXCEEDS****EXPECTATIONS** | **2****MEETS****EXPECTATIONS** | **1****MINIMALLY MEETS****EXPECTATIONS** | **0****DOES NOT MEET****EXPECTATIONS** |
| **School Counseling Team** | Outstanding indicationthat the school counseling team collaborates with all ofthe school’s studentsupport personnel.Education, experience,professional organizationmembership, andqualifications of all teammembers provided.School counselorsdesign, coordinate,implement, and evaluatean equitable schoolcounseling program thatserves all students. | Satisfactory indicationthat the schoolcounseling teamcollaborates with theschool’s student supportpersonnel. Education,experience, professionalorganization membership, and qualifications ofmost team membersprovided. Schoolcounselors design,coordinate, implement,and evaluate an equitableschool counselingprogram | Minimal indication thatthe school counselingteam collaborates withthe school’s studentsupport personnel.Education, experience,professional organizationmembership, andqualifications of somemembers provided.Limited informationprovided on the role ofschool counselors in thedesign, implementationand evaluation of theschool counseling program | No indication of a schoolcounseling team.Education, experience,professional organizationmembership, andqualifications are notprovided. No mentionthat the schoolcounselors design,coordinate, implement,and evaluate the schoolcounseling 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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| **MARC Jr.****COMPONENTS** | **3****EXCEEDS****EXPECTATIONS** | **2****MEETS****EXPECTATIONS** | **1****MINIMALLY MEETS****EXPECTATIONS** | **0****DOES NOT MEET****EXPECTATIONS** |
| **STUDENT RESULTS** | Strong statement on theimportance of attainingstudent results. Containsthree easy to readgraphic representationsof student results, eachaccompanied by a well documentedwritten explanation. | Statement on theimportance of attainingstudent results. Includes two easy-to-read graphicrepresentations ofstudent results, eachaccompanied by a written explanation. | Incomplete statement on the importance ofattaining student results. Includes two graphics that represent student results. One or two graphics have a written explanation. | No statement on theimportance of attainingstudent results. Includesone or two graphicswithout a writtenexplanation. |

**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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| **MARC Jr.****COMPONENTS** | **3****EXCEEDS****EXPECTATIONS** | **2****MEETS****EXPECTATIONS** | **1****MINIMALLY MEETS****EXPECTATIONS** | **0****DOES NOT MEET****EXPECTATIONS** |
| **FOCUS FOR IMPROVEMENT** | A strong commitment tocontinuous improvement.Use of data to identifyareas of need, andprioritization of areas ofimprovement.. | Commitment tocontinuous improvement.Use of data to identifyareas of need andprioritization of areas ofneed. | Some commitment toimprove. No use ofdata to identify of areasof need. Prioritization ofareas of need. | No commitment toimprove. No use of datato identify or prioritizeareas of need. |

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