



ASCA-Certified School Counselor (ACSC) Portfolio Rubric



SECTION 1: ANNUAL ADMINISTRATOR CONFERENCE (5 points)

This section requires evidence of a formal discussion between the school counselor and the principal and/or the administrator in charge of the school counseling program about the school counseling program's goals, activities and benefits. This discussion increases an administrator's understanding and support of the school counseling program.

Upload:

- One completed Annual Administrator Conference Template (PDF)
- One completed Use-of-Time 5-Day Calculator (Excel format)

Annual Administrator Conference	
1.1	All sections of the Annual Administrator Conference Template are completed or there is an explanation of not applicable (N/A) responses.
1.2	The conference was held and template signed by the school counselor and administrator in charge of the school counseling program within the first two months of the school year.
Use-of-Time 5-Day Calculator	
1.3	Provide a Use-of-Time 5-day Calculator for one week (five consecutive days).
1.4	Classifications of activities in the Use-of Time 5-Day Calculators align with the ASCA National Model® definitions of direct and indirect services, program planning and school support, or non-school-counseling tasks.
1.5	Each entry has only one classification.
Total Points from SECTION 1 (out of 5)	

SECTION 2: LESSON PLAN – TIER 1 (6 points)

This section requires one lesson plan (just the plan) delivered by the school counselor. The lesson shows evidence of the development of life-readiness skills for each and every student. The lesson plan includes what will be delivered, to whom it will be delivered, how it will be delivered and how students' attainment of the lesson's learning objective(s) will be assessed.

Upload:

- One stand-alone lesson plan (just the plan) or one lesson plan (just the plan) from a unit (PDF). Data reports are not required.

Lesson Plan Details	
2.1	Lesson title/topic, participants and setting are identified.
2.2	No more than one Life-Readiness category is identified as the reason for the lesson(s).
Standards, Objectives and Assessment Items	
2.3	Limit of one behavior standard from the ASCA Student Standards identified for the lesson plan.
2.4	One or two learning objectives align with the selected behavior standard from the ASCA Student Standards.
2.5	One or two assessment items align with the learning objective.
Steps	
2.6	Description of each step supports the attainment of the learning objective(s).
Total Points from SECTION 2 (out of 6)	

SECTION 3: ACHIEVEMENT GAP PLAN AND DATA REPORT – TIER 2 (16 points)

This section establishes a school counseling program priority, identifies an achievement gap goal and shows how the needs of students who are not reaching achievement goals or benchmarks are met.

Upload:

- Completed Achievement Gap Plan and Data Report (optional data organizer not required) (PDF)

Achievement Gap Plan and Data Report	
School Counseling Program Data Priority	
3.1	The school counseling data priority must be achievement data as defined in the ASCA National Model®.
Create the Achievement Gap Goal	
3.2	Achievement gap goal in #5 includes the following components and no additional information: ■ End date specified. ■ Two or more student descriptors provided that identify a specific group of students to focus on. At least one descriptor must be an achievement metric. ■ Exact achievement metric to be decreased/increased is named and matches the stated metric. ■ Precise numbers for baseline and projected final achievement data are identified.
What Contributing-Factors Data May Affect the Strategies to Reach this Goal?	
3.3	Summary provided for at least two contributing factors, one of which must be the student perspective.
ASCA Student Standards, Objectives and Assessments	
3.4	Behavior standard(s) selected from the ASCA Student Standards aligns with the goal, contributing factors and/or student/education partner perspectives.
3.5	Learning objectives align with the selected behavior standard(s) from the ASCA Student Standards.
3.6	One or two assessment items align with each learning objective.
Strategies That Support Achieving the Goal	
Direct Student Services Strategies	
3.7	Identify and describe at least two strategies for direct student services that meet the ASCA National Model® definition of instruction, appraisal & advisement and/or counseling to support students in the goal.
Indirect Student Services Strategies	
3.8	Identify and describe at least two strategies with education partners that meet the ASCA National Model® definition of collaboration, consultation with or referral to education partners to support students in the goal.
Achievement Gap Data Report	
Access	
3.9	Number of students at beginning of plan and the number of students at end of the plan are included. Explanation is provided if number of students changes from beginning to end of plan.
Life-Readiness Graph(s)	
3.10	Behavior standards addressed are identified and match standards in the plan.
3.11	Pre-/post-data is represented side by side and accurately depicts aggregate data, not individual student data.
3.12	Graph includes: ■ Subtitle which adds specific details about the students or data represented on the graph. ■ Y-axis label: describes data being graphed; if Likert-scale used, defines the scale ■ X-axis label: defines what is being compared ■ Data point included for each bar on graph
Academic Success Graph	
3.13	Baseline and final data are represented side by side and accurately depict aggregate data, not individual student data.
3.14	Graph includes: ■ Subtitle - adds specific details about the students or data represented on graph. ■ Y-axis label: describes data being graphed ■ X-axis label: defines what is being compared and when data is collected ■ Data point included for each bar on graph
Total Points from SECTION 3 (out of 14)	
TOTAL POINTS (out of 25)	

To attain ASCA-Certified School Counselor status, portfolios must score at least 22 points.