

## **2007 SPARC-W Scoring Rubric**

• *PoP Awards will be given to schools with scores of 22 or higher with NO score in the Does Not Meet Expectations section.*

<b>PRINCIPAL'S COMMENTS</b>	<b>3 EXCEEDS EXPECTATIONS</b>	<b>2 MEETS EXPECTATIONS</b>	<b>1 MINIMALLY MEETS EXPECTATIONS</b>	<b>0 DOES NOT MEET EXPECTATIONS</b>	<b>SCORE</b>
<b>Statement of Support for implementation of the National Standards for School Counseling Programs</b>	Statement of support for the implementation of the National Standards <b>exceeds expectations.</b>	Statement of support for the implementation of the National Standards <b>meets expectations.</b>	<b>Partial</b> statement of support for the implementation of the National Standards <b>minimally meets expectations.</b>	<b>No statement</b> of support for the implementation of the National Standards.	
<b>Statement on the vital role of the entire student support personnel team in academic success and school safety</b>	Statement on the vital role of the student support personnel team in academic success and school safety <b>exceeds expectations.</b>	Statement on the role of the student support personnel team in academic success and school safety <b>meets expectations.</b>	<b>Partial</b> statement on the role of the student support personnel team in academic success and school safety <b>minimally meets expectations.</b>	<b>No statement</b> on role of the student support personnel team in academic success and school safety.	
<b>Comments (Please print legibly)</b>				Sub-Total	
				Divide by # of Sections	<b>2</b>
				<b>Total (Subtotal ÷ # of sections)</b>	

STUDENT SUPPORT PERSONNEL TEAM	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
<p><b>Chart provides highlights of student support personnel team. (Chart is mandatory. Service areas include classified staff, nurse, psychologist, etc.)</b></p>	<p>Education, experience, professional organization memberships, and qualifications for <b>four or more</b> service areas provided.</p>	<p>Education, experience, professional organization memberships, and qualifications for <b>three service areas</b> provided.</p>	<p>Education, experience, professional organization memberships, and qualifications of <b>two service areas</b> provided.</p>	<p>Education, experience, professional organization membership, and qualifications for <b>one service area</b> provided or <b>no chart.</b></p>	
<p><b>Role of school counselors in equitable student support system</b></p>	<p>School counselors <b>design, coordinate, implement, evaluate</b> an equitable student support system that serves <b>all</b> students.</p>	<p>School counselors <b>assist</b> in designing, coordinating, implementing, and evaluating an equitable student support system that serves <b>all</b> students.</p>	<p><b>Limited information</b> provided on the role of school counselors in designing, coordinating, implementing, and evaluating an equitable student support system.</p>	<p><b>No mention</b> that school counselors assist in designing, coordinating, implementing, and evaluating the student support system.</p>	
<p><b>Comments (Please print legibly)</b></p>				<p>Sub-Total</p>	
				<p>Divide by # of Sections</p>	<p><b>2</b></p>
				<p><b>Total (Subtotal ÷ # of sections)</b></p>	

SCHOOL CLIMATE AND SAFETY	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Explanation of relationship of student support system	Explanation of relationship of student support system to the overall school climate and safety <b>exceeds expectations.</b>	Explanation of relationship of student support system to school climate and safety <b>meets expectations.</b>	Explanation of relationship of student support system to school climate and safety <b>minimally meets expectations.</b>	No explanation of relationship of student support system to school climate and safety.	
Graphic representations accompanied by a written explanation connecting student support team activity to the results	Two easy-to-read graphic representations of school climate/safety are accompanied by a clearly written explanation <b>strongly</b> connecting the student support team activity to the results.	Two <b>easy-to-read</b> graphic representations of school climate/safety are accompanied by a clearly written explanation <b>connecting</b> the student support team to the results.	Two graphic representations of school climate/safety are accompanied by a clearly written explanation <b>minimally</b> connecting the student support team to the results.	<b>One or no</b> graphic representation of school climate/safety with no connection to student support team.	
<b>Comments (Please print legibly)</b>  <i>First year SPARC submissions can use perception data for graphic representations.</i>  <i>Award winners must supply perception and results data in subsequent years.</i>				Sub-Total	
				Divide by # of Sections	<b>2</b>
				<b>Total (Subtotal ÷ # of sections)</b>	

STUDENT RESULTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
<p><b>Statement explaining the importance of student results and their relationship to ASCA National Standards</b></p>	<p><b>Statement explaining the importance of attaining student results and their relationship to National Standards exceeds expectations.</b></p>	<p><b>Statement explaining the importance of attaining student results and their relationship to National Standards meets expectations.</b></p>	<p><b>Statement explaining the importance of attaining student results and their relationship to National Standards minimally meets expectations.</b></p>	<p>No statement on the importance of attaining student results and no mention of National Standards.</p>	
<p><b>Graphic representation of data with written explanation connecting student support team activity to the results in all three domains</b> (academic, career, and personal/social).</p>	<p>Three easy-to-read graphic representations of student data accompanied by a clearly written explanation <b>strongly connecting</b> the activity to the results.</p>	<p>Three <b>easy-to-read</b> graphic representations of student results accompanied by a clearly written explanation that <b>connects</b> the student support team to the results.</p>	<p>Includes <b>three graphics</b> that represent student results accompanied by a clearly written explanation <b>minimally connects</b> the student support team to the results.</p>	<p>Includes <b>one or two</b> graphics with no connection of student support team to results.</p>	
<p><b>Comments (Please print legibly)</b></p> <p><i>First year SPARC submissions may provide <u>two graphs</u> representing two of the three domains.</i></p> <p><i>Award winners must provide graphs in all three domains in subsequent years.</i></p>				Sub-Total	
				Divide by # of Sections	<b>2</b>
				<b>Total (Subtotal ÷ # of sections)</b>	

MAJOR ACHIEVEMENTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
<b>Relationship between student support system and the achievement is cited.</b>	Relationship between the student support system and the achievement being cited <b>exceeds expectations.</b>	Relationship between the student support system and the achievement being cited <b>meets expectations.</b>	The relationship between the student support system and the achievement being cited <b>minimally meets expectations.</b>	No relationship between the student support system and the achievement being cited.	
<b>Comments (Please print legibly)</b>				Sub-Total	
				Divide by # of Sections	<b>1</b>
				<b>Total (Subtotal ÷ # of sections)</b>	

MEASUREMENTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Statement of how measurements are incorporated into management and responsiveness of program.	Statement of how the measurements are incorporated into management and responsiveness of the program exceeds expectations.	Statement of how the measurements are incorporated into management and responsiveness of the program meets expectations.	Statement of how the measurements are incorporated into management and responsiveness of the program minimally meets expectations.	No statement of how measurements are incorporated into the program.	
Explanation of each measurement in all three domains (academic, career, and personal/social).	Explanation of each measurement administered, listed by domain, exceeds expectations	Explanation of each measurement administered, listed by domain meets expectations.	Explanation of each measurement administered, listed by domain, minimally meets expectations.	No explanation of the measurements administered.	
Comments (Please print legibly)				Sub-Total	
				Divide by # of Sections	<b>2</b>
				Total (Subtotal ÷ # of sections)	

COMMUNITY PARTNERSHIPS/ RESOURCES	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Explanation of the importance of partnerships and description of how the student support system works with them	Explanation of the importance of partnerships, and <b>description</b> of how the program works with student support system <b>exceeds expectations.</b>	<b>Explanation</b> of the importance of partnerships, and <b>description</b> of how the program works with student support system <b>meets expectations.</b>	<b>Explanation</b> of the importance of partnerships, and description of how the program works with student support system <b>minimally meets expectations.</b>	<b>No explanation</b> of the importance of partnerships, and <b>no description</b> of how the program works with student support system.	
List of partnership/ resources in each National Standards domain.	<b>List of partnerships</b> in each National Standards domain <b>exceeds expectations.</b>	<b>List of partnerships</b> in each National Standards domain <b>meets expectations.</b>	<b>List of some partnerships</b> in each domain <b>minimally meets expectations.</b>	<b>No list</b> of partnerships in each domain or missing one domain.	
Comments (Please print legibly)				Sub-Total	
				Divide by # of Sections	<b>2</b>
				<b>Total (Subtotal ÷ # of sections)</b>	

<b>VOLUNTEER INVOLVEMENT</b>	<b>3 EXCEEDS EXPECTATIONS</b>	<b>2 MEETS EXPECTATIONS</b>	<b>1 MINIMALLY MEETS EXPECTATIONS</b>	<b>0 DOES NOT MEET EXPECTATIONS</b>	<b>SCORE</b>
<b>Volunteer activities related to student support services</b>	List of <b>more than two</b> current volunteer activities <b>strongly related</b> to student support services.	List of <b>two</b> current volunteer activities <b>related</b> to student support services.	List of <b>two</b> current volunteer activities that <b>may be</b> related to student support services.	List of current volunteer activities are <b>not</b> related to student support services.	
<b>Recruitment to increase involvement in your program.</b>	Recruitment to increase involvement <b>exceeds expectations.</b>	Recruitment for volunteers to get involved <b>meets expectations.</b>	Recruitment to get volunteers more involved <b>minimally meets expectations.</b>	<b>No</b> recruitment to get volunteers more involved.	
<b>Contact person for becoming involved</b>	Includes a <b>name, number and email</b> of person to contact about becoming involved.	Includes <b>name and number</b> of person to contact about becoming involved.	Includes <b>name</b> of person to contact about becoming involved.	<b>No information</b> on becoming involved.	
<b>Comments (Please print legibly)</b>				Sub-Total	
				Divide by # of Sections	<b>3</b>
				<b>Total (Subtotal ÷ # of sections)</b>	

FOCUS FOR IMPROVEMENT	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
Statement regarding commitment to improvement and alignment to school's improvement plan	Statement regarding commitment to continuous improvement and alignment to the school's improvement plan <b>exceeds expectations.</b>	Statement regarding commitment to continuous improvement and <b>alignment</b> to school's improvement plan <b>meets expectations</b>	Statement regarding commitment to continuous improvement and <b>alignment</b> to school's improvement plan <b>minimally meets expectations.</b>	No commitment to improve; <b>no alignment</b> to school's improvement plan.	
Use of data for identification of areas of need and prioritization of items	<b>Strong use of data</b> to identify areas of need and <b>prioritization</b> of areas of improvement <b>meets expectations.</b>	Use of data to identify areas of need <b>prioritization</b> of areas of improvement <b>meets expectations.</b>	Use of data to identify areas of need and prioritization of areas of need <b>minimally meets expectations</b> (priorities implied).	No use of data to identify areas of need; <b>no</b> prioritization of areas of need <b>or more than 3 items listed.</b>	
<b>Progress on Focus for Improvement from last year's SPARC (Only for schools that successfully completed a SPARC for an award in 2007-2008).</b>	Focus for improvement results from last year has been <b>clearly identified and progress exceeds expectations.</b>	Focus for improvement results from last year have been <b>clearly identified and progress meets expectations.</b>	Focus for improvement results from last year has been identified and <b>progress minimally meets expectations.</b>	Focus for improvement results from last year are <b>not identified.</b>	
<b>Comments (Please print legibly)</b> First year SPARC submissions must state that this is their first SPARC and that next year's SPARC will report on their progress with these items.				Sub-Total	
				Divide by # of Sections	<b>2 (3)</b>
				<b>Total (Subtotal ÷ # of sections)</b>	

<b>KEEPING YOU INFORMED</b>	<b>3 EXCEEDS EXPECTATIONS</b>	<b>2 MEETS EXPECTATIONS</b>	<b>1 MINIMALLY MEETS EXPECTATIONS</b>	<b>0 DOES NOT MEET EXPECTATIONS</b>	<b>SCORE</b>
<b>Methods and media used to keep community informed</b>	<b>List</b> of the methods and media used to keep the school and community informed <b>exceeds expectations.</b>	<b>List</b> of the methods and media used to keep the school and community informed <b>meets expectations.</b>	<b>Limited list</b> of the methods and media used to keep the school and community informed <b>minimally meets expectations.</b>	<b>No list</b> of the methods and media used to keep the school community informed is given.	
<b>Efforts to provide material in your school's primary language of students' families</b>	<b>All essential</b> information is provided in the primary language(s) of the students' families.	<b>Most</b> information is provided in the primary language(s) of the students' families.	<b>Some</b> information is provided in the primary language(s) of the students' families.	<b>No mention</b> of information provided in the primary language(s) of the students' families.	
<b>Faculty, administration, local governing board and community receive student support program information and SPARC.</b>	<b>Sharing of student support program information</b> (including your SPARC with faculty, administration, local governing board and community) <b>exceeds expectations.</b>	<b>Sharing of student support program information</b> (including your SPARC with faculty, administration, local governing board and community) <b>meets expectations.</b>	<b>Sharing of student support program information</b> (including your SPARC with faculty, administration, local governing board and community) <b>minimally meets expectation.</b>	<b>No sharing</b> of information or SPARC with faculty, administration, local governing board and community.	
<b>Comments (Please print legibly)</b>				Sub-Total	
				Divide by # of Sections	<b>3</b>
				<b>Total (Subtotal ÷ # of sections)</b>	

CONTENT AND TYPOS/ GRAMMAR	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
<b>Content</b>	Content has a <b>strong</b> consistent voice and format is <b>exceptionally</b> clear, concise, and significant.	Content has a consistent voice and format is <b>clear, concise and significant.</b>	Content has a <b>mostly</b> consistent voice and format is <b>partially</b> clear, concise, and significant.	Content with an <b>inconsistent</b> voice and format is <b>awkward and lacking significance.</b>	
<b>Typos/Grammar</b>	No typos/grammar problems	1 typo/grammar problem	2 typos/grammar problems	3 or more typos/grammar problems	
<b>Comments (Please print legibly)</b>  8 pt Arial font – acceptable for graphs only 10 pt Arial font – acceptable 12 pt Arial font – acceptable  8 pt Times Roman font – acceptable for graph only 10 pt Times Roman font - acceptable 12 pt Times Roman font - acceptable				Sub-Total	
				Divide by # of Sections	<b>2</b>
				<b>Total (Subtotal ÷ # of sections)</b>	

FINAL SCORE	
<ul style="list-style-type: none"> <li>• <b><i>First Step SPARCs must score 12 or higher with NO score in the Does Not Meet Expectations section.</i></b></li> <li>• Academy Awards will be given to schools with scores of 22 or higher with NO score in the Does Not Meet Expectations section.</li> <li>• Best in the West SPARCs must meet score 22 points and meet expectations for all appropriate items listed as Best in the West items.</li> <li>• <b><i>First Step SPARCs scoring more than 10 and all other SPARCs scoring more than 30 will be sent to your State Senator and Assemblyperson with a letter from the State Superintendent of Instruction.</i></b></li> </ul>	
<b>GRAND TOTAL</b>	
<b>Additional Comments (Please print legibly):</b>	