

## 2016-17 RAVE Scoring Rubric

ALSCA RAVEs must respond to all appropriate items in instructions.

RAVE Awards will be given to schools with scores of 22 or higher. FIRST STEP RAVE Awards complete first 5 components and score 12 or higher. Both have no score in the “Does Not Meet Expectations” section.

RAVE COMPONENTS	3 EXCEEDS EXPECTATIONS	2 MEETS EXPECTATIONS	1 MINIMALLY MEETS EXPECTATIONS	0 DOES NOT MEET EXPECTATIONS	SCORE
<p><b><u>Principal's Comments</u></b></p> <p><b>(include in First Step)</b></p>	Exemplary statement of support for the implementation of the National Standards and the vital role of the School Counseling Student Support Team (SCSST) in academic success and school safety.	Adequate statement of support for the implementation of the National Standards and the role of the SCSST in academic success and school safety.	Partial statement of support for the implementation of the National Standards and/or the role of the SCSST in academic success and school safety.	No statement of support for the implementation of the National Standards and the role of the SCSST in academic success and school safety.	
<b>Comments (Optional):</b>					
<p><b><u>School Counseling Student Support Team (SCSST)</u></b></p> <p><b>(include in First Step)</b></p>	Outstanding indication that the student support team includes all of the school's student support personnel. Education, experience, and qualifications of all counselor(s) provided. School counselors design, coordinate, implement, and evaluate an equitable student support system that serves all students.	Satisfactory indication that the student support team includes the school's entire student support personnel. Education, experience, and qualifications of most team members provided. School counselors design, coordinate, implement, and evaluate an equitable student support system that serves all students.	Minimal indication that the student support team includes the school's entire student support personnel. Education, experience, and qualifications of some members provided. Limited information provided on the role of school counselors in the student support system.	No indication of a student support team. Education, experience, and qualifications are not provided. No mention that the school counselors design, coordinate, implement, and evaluate the student support system.	
<b>Comments (Optional):</b>					

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<p><b><u>School Climate and Safety</u></b></p> <p><b>(include in First Step)</b></p>	Commendable statement of relationship of student support system to the overall school climate and safety. Includes two notable, easy-to-read graphics accompanied by a clear explanation.	Statement of relationship of student support system to school climate and safety. Includes two easy-to-read graphics with written explanation.	Qualified statement of relationship of student support system to school climate and safety. Includes two graphics with limited written explanation.	No statement of relationship of student support system to school climate and safety. One or no graphics.	
<b>Comments (Optional):</b>					
<p><b><u>Student Results</u></b></p> <p><b>(include in First Step)</b></p>	Strong statement on the importance of attaining student results and relationship to National Standards. Contains three easy-to-read graphs in <u>all 3 domains</u> , representations of student results, each accompanied by a well-documented written explanation.	Statement on the importance of attaining student results and relationship to National Standards. Includes three easy-to-read graphic representations of student results, each accompanied by a written explanation in at least <u>two domains</u> .	Incomplete statement on the importance of attaining student results and relationship to National Standards. Includes three graphics that represent student results. Graphics have a minimal written explanation.	No statement on the importance of attaining student results or relationship to National Standards. Includes one or two graphics, without a written explanation.	
<b>Comments (Optional):</b>					
<p><b><u>Major Achievements</u></b></p> <p><b>(include in First Step)</b></p>	The relationship between the student support system and the achievement being cited is clearly described. ( <i>Focus for Improvement results indicating progress included as necessary.</i> )	The relationship between the student support system and the achievement being cited is adequately described. ( <i>Focus for Improvement results indicating progress included as necessary.</i> )	The relationship between the student support system and the achievement being cited is partially described. ( <i>Focus for Improvement results included as necessary.</i> )	The relationship between the student support system and the achievement being cited is not described. ( <i>Focus for Improvement results not included as necessary.</i> )	
<b>Comments (Optional):</b>					

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<b><u>Academic, Career, and Personal/Social Measurements</u></b>	Lead statement and exemplary explanation of each measurement administered, listed in all 3 domains (A,C,P/S) Outstanding explanation of how the measurements are incorporated into the management and responsiveness of the program.	Lead statement and explanation of each measurement administered, listed by domain. Explanation of how the measurements are incorporated into management and responsiveness of the program.	Lead statement and partial explanation of each measurement administered, listed by domain. Limited explanation of how the measurements are incorporated into management and responsiveness of the program.	No explanation of the measurement administered. No explanation of how measurements are incorporated into the program. Not listed by domains.	
<b>Comments (Optional):</b>					
<b><u>Community Partnerships/ Resources</u></b>	Model statement of the importance of partnerships, and a clear description of how the program works with student support system. Includes an outstanding list of partnerships in each domain (A, C, P/S).	Statement of the importance of partnerships, and a clear description of how the program works with student support system. Includes list of partnerships in each domain (A, C, P/S).	Minimal statement of the importance of partnerships, and a partial description of how the program works with student support system. Includes list of some partnerships in each domain (A, C, P/S).	No statement of the importance of partnerships, and an inadequate description of how the program works with student support system. No list of partnerships in each domain.	
<b>Comments (Optional):</b>					
<b><u>Parent/Guardian Volunteer Involvement</u></b>	Commendable list of activities. Outstanding strategies to increase parent/guardian volunteer involvement. Include comprehensive list of names, numbers, email of persons to contact about becoming involved	Includes list of parent/guardian/ volunteer activities. Invites parent/guardian volunteers to get involved. Includes a list of names and numbers of persons to contact about becoming involved.	Includes a partial list of parent/guardian volunteer activities. Minimal efforts to get parents/guardians more involved. Includes name of person to contact about becoming involved.	No list of parent/guardian activities. No effort to get parents/guardians more involved. No name to contact about becoming involved.	
<b>Comments (Optional):</b>					

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<b><u>Focus for Improvement</u></b>	A strong commitment statement to continuous improvement. Use of data to identify areas of need, and prioritization of <u>3</u> areas of improvement.	Commitment to continuous improvement. Use of data to identify <u>3</u> areas of need and prioritization of areas of need.	Some commitment to improve. No use of data to identify <u>3</u> areas of need. Prioritization of areas of need.	No commitment to improve. No use of data to identify or prioritize areas of need. <u>More or less than 3</u> areas of need listed	
<b>Comments (Optional):</b>					
<b><u>Keeping You Informed</u></b>	Exemplary list of the methods and media used to keep the school community informed is clearly presented. All essential information is provided in the primary language(s) of the students’ families. Outstanding sharing of information with faculty, administration, local governing board, and community.	List of the methods and media used to keep the school community informed is presented. Most information is provided in the primary language(s) of the students’ families. Sharing of information with faculty, administration, local governing board, and community.	Limited list of the methods and media used to keep the school community informed is provided. Some information is provided in the primary language(s) of the students’ families. Some sharing of information with faculty, administration, local governing board, and community.	No list of the methods and media used to keep the school community informed. No sharing of information with faculty, administration, local governing board, and community. No mention of addressing primary language of students’ families.	
<b>Comments (Optional):</b>					

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<p><b><u>Clarity,</u></b> <b><u>Congruity,</u></b> <b><u>Continuity, and</u></b> <b><u>Connectivity</u></b></p>	<p>Content is exceptionally clear, concise, and significant. Graphs are outstanding, and there is complete alignment between them and the written text. A consistent “voice” is obvious throughout the document. NO typos/ grammatical errors. Font is Times New Roman and minimum size is NOT smaller than 10 for text, 8 for graphs Paper size is 8 ½ x 11 for First Step Paper size is 8 ½ X 11 or 8 ½ X 14 for full entry Entry is two-sided on a single page</p>	<p>The content is clear, concise and significant. Alignment between written text and graphic illustrations is evident. “Voice” is consistent in the document.  One typo/ grammatical error  Font is Times New Roman and minimum size is NOT smaller than 10 for text, 8 for graphs  Paper size is 8 ½ x 11 for First Step  Paper size is 8 ½ X 11 or 8 ½ X 14 for full entry  Entry is two-sided on a single page</p>	<p>The content is partially clear. The text and graphics are mostly aligned. “Voice” is inconsistent in parts of the document.  Two typo/ grammatical Errors  Font is Times New Roman and minimum size is NOT smaller than 10 for text, 8 for graphs  Paper size is 8 ½ x 11 for First Step  Paper size is 8 ½ X 11 or 8 ½ X 14 for full entry  Entry is two-sided on a single page</p>	<p>The content is awkward and lacking significance. There is no alignment between written text and graphic illustrations. “Voice” is not consistent throughout the document.  Three or more typos/ grammatical errors  Font is <b><u>not</u></b> Times New Roman and/or smaller than minimum size of 10 for text, 8 for graphs  Paper size is <b><u>not</u></b> 8 ½ x 11 for First Step Paper size is <b><u>not</u></b> 8 ½ X 11 or 8 ½ X 14 for full entry  Entry is <b><u>not</u></b> two-sided on a single page</p>	
<p><b>Comments (Optional):</b></p>					
<b><u>Total</u></b>					

What was the strongest section for this school?