

# NCATE #5 Student Learning

Levels/Criteria	Unacceptable - 69% or less	Developing - 70 - 79%	Proficient - 80- 89%	Exemplary-90- 100%	Score/Level
Identification of Problem	The counseling candidate does not articulate a problem affecting the comprehensive school counseling plan. No connection between the problem and the comprehensive school counseling plan is made. Candidate fails to consider the impact of contextual factors impacting the learner.	The counseling candidate shows limited understanding of the affect of the identified problem on the comprehensive school counseling plan. Goals for impacting student learning project marginally connect to the comprehensive school counseling plan. Some understanding of the impact of contextual factors impacting the learner is displayed.	The Counseling candidate reviews the impact of the problem on the comprehensive school counseling plan. Critical data and goals for the project are connected to the comprehensive school counseling plan. Contextual factors are discussed and indicate a good understanding of impact on the learner.	The Counseling candidate demonstrates a deep understanding of the impact of the identified problem on the comprehensive school counseling plan. Goals for the project are well connected to the plan. Factors impacting the learner are researched and well documented.	
Analysis of Project	The candidate fails to identify and gather data related to impacting student learning project. No analysis is present.	The candidate identifies and gathers data that is marginally related to impacting student learning project. Analysis is limited.	The candidate identifies, gathers, and analyzes appropriate data related to impacting student learning project.	The candidate identifies, gathers, and analyzes appropriate data from multiple sources related to impacting student learning project.	
Resources	The candidate does not identify or involve appropriate school personnel or community members in the project. Resources needed are absent or poorly identified	The candidate has identified appropriate resources for the project.	The candidate has involved the mentor counselor and other appropriate personnel in impacting student learning project. The candidate has gathered necessary	The candidate has skillfully facilitated and enhanced the involvement of appropriate personnel and community members in the project. Resources	

Levels/Criteria	Unacceptable - 69% or less	Developing - 70 - 79%	Proficient - 80- 89%	Exemplary-90- 100%	Score/Level
			resources to complete the project.	are used creatively and in an effective, efficient manner.	
Grade Level appropriateness	Objectives and activities are inappropriate for the intended grade level. Strategies may not reflect current research and/or fail to contribute to impact on student learning.	Some, but not all, objectives and activities are appropriate for the intended grade level. Some strategies are based on limited current research on topic.	Most objectives and activities are appropriate for the intended grade level. Appropriate and achievable strategies for impacting student learning project based on current research on the topic are developed.	All objectives and activities are appropriate for the intended grade level. The candidate has developed innovative and comprehensive strategies for the project that reflect current research on the topic.	
Implementation	The strategies, objectives and activities are not implemented or poorly implemented.	An attempt is made to implement strategies, objectives, and activities in the project; however, skills are limited.	Strategies, objectives and activities are implemented with some degree of skill.	Strategies, objectives and activities are skillfully implemented in the project.	
Reflection and Assessment	Data is not shown for the assessments and/or not aligned with objectives making it impossible to determine impact on student learning. Reflection is superficial and lacking in detail on student learning.	Data is included and is loosely aligned with objectives. Limited analysis of learning related to objectives is included. Interpretations are not supported by data. Reflection does not include contextual factors, effect of modifications or implications for future guidance.	Data is included and is aligned with objectives. Analysis of learning related to objectives is included. Interpretations are mostly supported by data. Reflection includes contextual factors, effect of modifications and implications for future guidance.	Data is displayed for beginning and summative assessments and aligned with learning objectives. Students with diverse needs are identified. Critical analysis of student data in relation to counseling plan is included. Implications for future guidance are well defined and supported by research.	