



## Assessment Evidence Guidelines

*Adopted in 2019*

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In completing program reports for the ASCA SPA, school counselor preparation programs will provide six-to-eight assessments showing evidence that their programs meet the ASCA standards. All programs must provide a minimum of six assessments. [Learn more about connecting the assessments to the standards.](#)

Name of Assessment	Examples of Types of Assessments	Relevance to ASCA Standards
Assessment 1 Content Knowledge ( <u>required</u> ): State licensure exam or, in the absence of state licensure exam, school, or other counseling exam (e.g., Praxis).	State licensure or another exam	Successful completion of exam addresses all ASCA standards with the exception of standards that can only be demonstrated in field experiences
Assessment 2 Content Knowledge ( <u>required</u> ): Program and/or course-embedded assessment of candidate knowledge in school counseling or program GPA data.	Course grades, comprehensive exam, internships observation instruments where content is applied, reflections, essays/research papers, or case studies where grades are present	Addresses Standards 1-5
Assessment 3 Professional Knowledge, Skills, and Dispositions ( <u>required</u> ): Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities of a school counselor.	Course assignments for developing a comprehensive school counseling program project and description of the impact of the program on student outcomes, case studies, reflections	Addresses Standards 2-6
Assessment 4 Pedagogical and Professional Knowledge, Skills, and Dispositions—Intern Evaluations by Field Supervisors ( <u>required</u> ): Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.	Curriculum development, project, internship project, candidate log/reflections, clinical site supervisor evaluation, demonstrating candidates' ability to apply knowledge in practice	Addresses Standards 2-7
Assessment 5 Pedagogical and Professional Knowledge, Skills, and Dispositions—Comprehensive, Performance-Based Assessment of Candidate Abilities Evaluated by Faculty During Internship ( <u>required</u> ): Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.	Faculty observation reports specific to the application of professional knowledge and skills, faculty intervention plan.	Addresses Standards 2-7

Assessment 6 Effects on Student Learning Environments and/or Learning ( <u>required</u> ): Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on students. (If addressed in No 5, this isn't required)	Includes collecting and analyzing impact data specific to learning environment, such as improved grades, reduction in behavioral referrals, school climate improvement, etc.	Addresses Standards 3-5
Assessment 7 Additional assessment that addresses ASCA Standards 2-7. Examples include comprehensive exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, etc. ( <u>optional</u> )	Examples include comprehensive exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, etc.	Addresses Standards 2-7
Assessment 8 Additional assessment that addresses ASCA Standards 2-7. Examples include comprehensive exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, etc. ( <u>optional</u> )	Examples include comprehensive exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, etc.	Addresses Standards 2-7

Assessments 1-6 are required to demonstrate a program's success in meeting the standards. Assessments 7-8 are optional and may be used to provide additional evidence in meeting standards. Program-based assessments submitted as evidence must meet the CAEP guidelines for quality assessments.

All standards will be assessed based on the preponderance of evidence for the standard. Preponderance of evidence will be based on the review of all evidence submitted for the standard by component. All programs must address each component under the standard and at least 50% of the components must have evidence of candidate competency for the component based on criteria provided in the rubric. Other components under the Standard can use a combination of evidence to document at least partial candidate competency for the component. To achieve National Recognition, all standards must be met with 50% of the components met under the standard and the other components at least partially met. No specific components under any standards are required to be fully met, but all components must have some evidence provided.