



RAMP®

Scoring Rubric

FERPA Adherence

ASCA adheres to FERPA guidelines and reminds schools to protect student identity throughout the RAMP® application. No identifiable student information should be included. Applications with student photos and names risk deletion. Thank you in advance for thoroughly reviewing your application for this information prior to submitting it for RAMP® consideration.

Guidance on Using AI in RAMP® Submissions

When integrating artificial intelligence (AI) to complement human expertise, such as synthesizing information, analyzing data, summarizing complex content, etc., keep in mind some important considerations:

1. **Data Privacy:** Handle sensitive student data responsibly and comply with federal and state laws, as well as district and school policies.
2. **Accuracy:** Always fact check and edit AI-generated output before submission. Do not assume all AI responses are correct; refer to primary sources for verification.
3. **Ethics:** Be aware that AI use may lead to unintentional plagiarism or the use of copyrighted material.
4. **Human Touch:** Your role as a school counselor is deeply personal. Although AI can support you in your work, it cannot replace the human connection needed to address the challenges you face each day. When discussing your work, whether applying for RAMP®, ASCA-Certified School Counselor® or another ASCA program, emphasize your unique capabilities and approach.

In short, AI can be a valuable tool to augment human capabilities, not replace them. Use AI tools thoughtfully in ASCA submissions.

Integrity and Access to the RAMP® Application

Members of your school counseling program must affirm that the information submitted in the RAMP® application is a true reflection of your work. Except for existing school data reports, all completed templates, graphs, reflections and other information added to the application should be created, prepared and uploaded by members of your school counseling program only. Additionally, your school counselors must agree to abide by the ASCA Ethical Standards for School Counselors and ASCA Professional Standards & Competencies. Violations of integrity will lead to reprimands, and ASCA maintains the right to revoke RAMP® designation.

Access to your school's application must be limited to members of your school counseling program/school or district staff. ASCA will communicate information regarding your school's application to school and district personnel only.

Applications containing non-school or non-school district employee access may be considered ineligible for review.

Use of ASCA Templates

Throughout the application, the rubric requires an upload of completed templates. Only completed fifth edition ASCA templates in their original form may be used in the fifth edition RAMP® application. These templates should not be altered. Using the wrong templates or altering templates may lead to rubric not being met.

Check each section carefully for required uploads to the portal. Upload the ASCA Student Standards Delivery Plan Template and Use-of-Time 5-Day Calculator Template as Excel documents and all others as a PDF. It is the applicant's responsibility to check each required upload to ensure the proper document has been provided. Sections without the correct completed document uploaded are unable to be scored.

Special Note About the Use-of-Time 5-Day Calculator

All school counselors five-day-a-week schools are required to submit documentation for the five-day week period. School counselors at schools operating only four days per week throughout the year should also submit a statement. Exceptions include those who work part time in a building or changes in staff.

- When there are school counseling staff changes during the school year prior to the data-collection year, provide a statement explaining this change that resulted in fewer use-of-time 5-day calculators.
- School counselors working part-time should still complete the calculator and provide a note to explain the less than five day documentation.

RAMP® Application

The RAMP® application should cover one complete school year prior to the submission date, except for the use-of-time 5-day calculator, which is needed from the year before the data collection year. For example, an application submitted in October 2026 includes data collection year during the 2025–2026 school year and use-of-time 5-day calculators from the 2024–2025 school year. All sections of the RAMP® application must be completed. Any missing sections may nullify the RAMP® application.

RAMP® Application Submission

All RAMP® applications will be submitted electronically via the fifth edition ASCA portal no later than Oct. 15, 2026, at 11:59 p.m. ET. Information not provided in the portal will not be reviewed and scored. Follow all instructions for setting up your school account and entering/uploading your school's application.

SECTION 1 ASCA STUDENT STANDARDS DELIVERY PLAN – 9 Points

This section requires evidence of how the behavior standards from the ASCA Student Standards are delivered by the school counselor directly to students to enhance life-readiness skills.

Upload:

- Completed ASCA Student Standards Delivery Plan (Excel format)

1.1	Specific Tier 1 lessons identified for each grade level in the school
1.2	Each Tier 1 lesson (classroom, large group, small group or individual setting) is connected to one behavior standard.
1.3	Each Tier 1 lesson specifies grade level(s) in the participant column
1.4	At least one Tier 1 lesson has a program/event provided for families, students and/or education partners.
1.5	Each reported program/event for families, students and/or education partners supports the Tier 1 activity and standard to which it is attached.
1.6	At least two Tier 2 small groups for students are included.
1.7	Each Tier 2 small group session is connected to one behavior standard. The same standard can be repeated for multiple/all sessions.
1.8	Each title for a lesson/session conveys purpose/focus. Include a brief explanation for unique titles that don't convey purpose/focus.
1.9	Indicate a start month for each Tier 1 lesson and Tier 2 small group session.

SECTION 2 ACHIEVEMENT GAP PLAN AND DATA REPORT – 26 Points

This section establishes the annual school counseling program priorities, informs your achievement gap goal(s) and addresses the needs of students who are not reaching achievement goals or benchmarks.

Upload:

- Completed School Counseling Program Data Priorities (PDF)
- Completed Achievement Gap Plan and Data Report (including completed optional data organizer and graphs) (PDF)

School Counseling Program Data Priorities	
2.1	School, district or state achievement goals/priorities provided.
Achievement Data Points	
2.2	At least one measurable achievement data point is included for each achievement goal/priority listed.
2.3	Precise number of students (not percentages) included in the data point.
Priorities the School Counseling Program Will Address	
2.4	Achievement goals/priority(ies) that will be addressed by the school counseling program are identified by checkbox.
Achievement Gap Plan and Data Report	
School Counseling Program Data Priority	
2.5	Must be achievement data as defined by ASCA.
2.6	Must align with a data point selected to be addressed on School Counseling Program Data Priorities Template.
Create the Achievement Gap Goal	
2.7	<p>Achievement gap goal in #5 includes the following components and no additional information:</p> <ul style="list-style-type: none"> ■ 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?	
2.8	Summary provided for at least two contributing factors, one of which must be the student perspective.
ASCA Student Standards, Objectives and Assessments	
2.9	Behavior standard(s) selected from the ASCA Student Standards are informed by the goal, contributing factors and student/education partner perspectives.
2.10	Learning objectives align with the selected behavior standard(s) from the ASCA Student Standards.
2.11	Each learning objective aligns with at least one pre-/post-assessment item.
Strategies That Support Achieving the Goal	
Direct Student Services Strategies	
2.12	Identify and describe at least two strategies for direct student services that meet the ASCA definition of instruction, appraisal & advisement and/or counseling to support students in the goal.
Indirect Student Services Strategies	
2.13	Identify and describe at least two strategies with education partners that meet the ASCA definition of collaboration, consultation with or referral to education partners to support students in the goal.

Achievement Gap Data Report	
Access	
2.14	Number of students at beginning of plan and the number of students at end of the plan are included. Explanation provided if number of students changes from beginning to end of plan.
Life-Readiness Graph(s)	
2.15	Matches ASCA Student Standards data reported in the optional data organizer section (note – the optional data organizer section in the template is required for RAMP®).
2.16	Behavior standards addressed are identified and match standards in the plan.
2.17	Pre-/post-data is represented side by side and accurately depicts aggregate data, not individual student data.
2.18	Graph includes: <ul style="list-style-type: none"> ■ 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	
2.19	Matches achievement data reported in the optional data organizer section (note – the optional data organizer section in the template is required for RAMP®)
2.20	Baseline and final data are represented side by side and accurately depict aggregate data, not individual student data.
2.21	Graph includes: <ul style="list-style-type: none"> ■ 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
Optional Data Organizer (Required for RAMP®)	
Life-Readiness	
2.22	Data calculates average student responses for Likert items or percent correct for knowledge-based items.
2.23	Results provided for each assessment item in plan.
Academic Success	
2.24	Achievement data matches baseline achievement data in goal statement.
2.25	Actual final achievement data is reported (may be different from projected final data).
2.26	Percent change from baseline to final data reported.

SECTION 3 ADVISORY COUNCIL – 11 Points

This section requires evidence of a school counseling specific advisory council that is a representative group of education partners selected to provide feedback about issues relevant to the school counseling program.

Upload:

- Completed School Counseling Advisory Council First-Semester Agenda Template (PDF)
- Completed School Counseling Advisory Council Second-Semester Agenda Template (PDF)

Advisory Council Membership	
3.1	Advisory council solely focused on the applicant's school counseling program.
3.2	List of all advisory council members with their role indicated – at a minimum: parents/guardians, teachers, school counselors, administrators, community members and students (if applicable but identity protected in application). Each member has a single role.
3.3	Advisory council approximates recommended eight–20 members
First-Semester Agenda	
3.4	School/district vision and mission statements provided. Enter N/A for vision or mission only if your school or district does not have a vision and/or mission statement.
3.5	Describe how the school counseling program aligns with the school/district vision and mission statements. (100-word limit) If the school or district does not have a vision or mission statement, briefly describe how the school counseling program aligns with school or district goals. Include this information in the vision/mission section of the template. (100-word limit)
3.6	First-semester school counseling advisory council agenda template completed including, at a minimum: <ul style="list-style-type: none"> ■ School counseling program alignment with school/district mission/vision ■ School Counseling Data Priorities overview ■ Achievement Gap Plan overview ■ ASCA Student Standards Delivery Plan overview
First-Semester Minutes	
3.7	First-semester minutes include a summary of information provided by school counselor for each agenda item.
3.8	First-semester minutes include a summary of discussion <i>and</i> feedback on <i>at least two</i> of the following agenda items: <ul style="list-style-type: none"> ■ Summary of School Counseling Data Priorities overview ■ Summary of ASCA Student Standards Delivery Plan overview ■ Summary of Achievement Gap Plan overview
Second-Semester Agenda	
3.9	Second-semester school counseling advisory council agenda template completed including, at a minimum: <ul style="list-style-type: none"> ■ Achievement Gap Plan and Data Report update ■ Lesson Plan and Data Report update ■ Small-Group Plan and Data Report update
Second-Semester Minutes	
3.10	Second-semester minutes include a summary of information provided by school counselor for each agenda item.
3.11	Second semester minutes include a summary of discussion <i>and</i> feedback <i>on at least two</i> of the following agenda items: <ul style="list-style-type: none"> ■ Achievement Gap Plan(s) and Data Report update ■ Lesson Plan and Data Report update ■ Small-Group Plan and Data Report update

SECTION 4 ANNUAL ADMINISTRATOR CONFERENCE – 6 Points

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

Upload:

- Completed Annual Administrator Conference Template for each school counselor (PDF)
- Two completed Use-of-Time 5-Day Calculators from the school year prior to the data collection year for each member of the school counseling department employed during both school years (Excel format)
- If changes occurred in school counseling program staff during the school year prior to the data collection year, statement explaining this change that resulted in fewer Use-of-Time 5-Day Calculators per school counselor (PDF)

Annual Administrator Conference	
4.1	All sections of each Annual Administrator Conference Template completed for each member of the school counseling department or explanation of not applicable (N/A) responses.
4.2	Conference 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	
4.3	Provide a Use-of-Time 5-day Calculator for one week (five consecutive days) from the first and second semester for each school counselor from the school year prior to the data collection year.
4.4	Previous school year use of time reported on each Annual Administrator Conference Template is the average of the individual school counselor's two Use-of-Time 5-Day Calculators submitted.
4.5	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.
4.6	Each entry has only one classification.

SECTION 5 LESSON PLAN AND DATA REPORT – 11 Points

This section requires one lesson plan delivered by the school counseling program. 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. Data results and graphs are required.

Upload:

- One stand-alone Lesson Plan and Data Report or one Lesson Plan and Data Report from a unit (PDF). If a lesson plan from a unit is submitted, the data report should reflect the results for the entire unit.

Lesson Plan Details	
5.1	Lesson title/topic, participants and setting identified
5.2	Explanation of how this lesson helps students improve achievement and/or contributing factors. (100-word limit)
Standards, Objectives and Assessment Items	
5.3	Limit of one behavior standard from the ASCA Student Standards identified for the lesson plan.
5.4	Each learning objective aligns with the selected behavior standard from the ASCA Student Standards.
5.5	Each learning objective aligns with at least one assessment item.
Steps	
5.6	Description of each step supports the attainment of the learning objective(s).
Lesson Data Report	
Access	
5.7	Number of students at beginning of plan and the number of students at end of the plan are included. Explanation provided if number of students changes from beginning to end of plan.
Graph(s)	
5.8	Uploaded template includes life-readiness graph(s) that accurately reflects the ASCA Student Standards data.
Optional Data Organizer (Required for RAMP)	
Life-Readiness	
5.9	Data calculates average student responses for Likert items or percent correct for knowledge-based items.
5.10	Results provided for each assessment item in plan.
Reflection	
5.11	Describe at least one strategy utilized in the submitted classroom lesson that facilitated inclusion and/or supported diverse learners. (250-word limit)

SECTION 6 SMALL-GROUP PLAN AND DATA REPORT – 16 Points

This section requires evidence of a small group with a minimum of four sessions for three-12 students that enhance life-readiness skills and academic success that includes what will be delivered in group sessions, to whom it will be delivered, how it will be delivered and how students' attainment of the lesson's learning objective will be assessed. **The small group submitted in this section cannot be the same small group included in the Achievement Gap Plan, if one was included.** Data results and graphs are required.

Upload:

- Small-Group Lesson Plan and Data Report template (PDF)

Small-Group Details	
6.1	Small group title or focus, and number of sessions identified.
6.2	Reason for small group explained. (100-word limit)
6.3	Achievement data provided for students in small group.
Session Plans	
6.4	Limit of one behavior standard from the ASCA Student Standards identified for each session plan. (A standard may be repeated in multiple sessions.)
6.5	Each learning objective aligns with the selected behavior standard from the ASCA Student Standards.
6.6	Each learning objective aligns with at least one assessment item.
Session Focus	
6.7	Description of teaching content for each session supports the attainment of stated learning objective.
6.8	Description of student practice for each session supports the attainment of stated learning objective.
Small Group Data Report	
Access	
6.9	Number of students expected to participate in the small group and the number who actually participated in the small group are included. Explanation provided if final participation data is different from baseline participation data.
Small-Group Graphs	
6.10	Uploaded template includes life-readiness graph(s) that accurately reflects the ASCA Student Standards data.
6.11	Uploaded template includes academic success graph that accurately reflects the achievement data.
Optional Data Organizer (Required for RAMP)	
Life-Readiness	
6.12	Data calculates average student responses for Likert items or percent correct for knowledge-based items.
6.13	Results provided for each assessment item in plan.
Academic Success	
6.14	Achievement data matches baseline achievement data described for small group.
6.15	Actual final achievement data reported (may be different from projected final data).
6.16	Percent change from baseline to final data reported.

SECTION 7 REFLECTIONS AND SIGNATURE PAGE – 3 Points

This section includes final reflections and required acknowledgment of your school counseling program's data-collection year.

Upload:

- Completed Signature Page (PDF)

Reflections	
7.1	Give two examples of how students have benefited from your school counseling program's implementation of the ASCA National Model®. (250-word limit)
7.2	Give two examples of actions you will take to sustain or improve your school counseling program over the next one–four years. (250-word limit)
Signature Page	
7.3	Completed signature page included with signatures from school counselors, advisory council members, principal and school board representative.