

Teacher Rubrics Using “The Art and Science of Teaching”

Marzano & Associates

As presented at the

Engaged Learning, Achievement & Humor Conference

November 7 – 8, 2007

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Q1: Teacher Scale for Establishing and Communicating Learning Goals, Tracking Student Progress, and Celebrating Success

Score 4.0: In addition to Score 3.0 behaviors adaptations that enhance students' learning.

Score 3.5: In addition to Score 3.0 behaviors, partial success with adaptations that enhance students' learning.

Score 3.0: While engaged in classroom activities that involve establishing and communicating learning goals, tracking student progress and celebrating success, the teacher makes no major errors or omissions regarding the following behaviors:

- **Presents students with a clearly defined scale or rubric for each learning goal**
- **Allows students to identify their own learning goals in addition to those presented to them**
- **Designs and administers formative assessments for each learning goal**
- **Displays progress on learning goals for the whole class and facilitates students tracking their own progress**
- **Recognizes individual student status and progress as well as that of the whole class**

Score 2.5: No major errors or omissions regarding the simpler behaviors (Score 2.0 performance) and partial success at the more complex behaviors (Score 3.0 performance).

Score 2.0: No major errors or omissions regarding the following simpler behaviors:

- **Makes a distinction between learning goals and learning activities**
- **Presents learning goals but does not design a scale for each**
- **Designs and administers assessments for each learning goal but does not use a formative system**
- **Tracks student progress but does not facilitate students tracking their own progress or does not display progress for the whole class**
- **Recognizes and celebrates individual status and progress or groups status and progress but not both**

However the teacher exhibits major errors or omissions regarding the more complex behaviors (Score 3.0 performance)

Score 1.5: Partial success at the simpler behaviors (Score 2.0 performance) but major errors or omissions regarding the more complex behaviors (Score 3.0 performance).

Score 1.0: With help, partial success at some of the simpler behaviors (Score 2.0 performance) and some of the more complex behaviors (Score 3.0 performance).

Score 0.5: With help partial success some of the simpler behaviors (Score 2.0 performance) but not the more complex behaviors (Score 3.0 performance).

Score 0.0: Even with help, no success with the Score 2.0 or 3.0 behaviors.

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Q2: Teacher Scale for Interacting with New Knowledge

Score 4.0: In addition to Score 3.0 behaviors adaptations that enhance students' learning.

Score 3.5: In addition to Score 3.0 behaviors, partial success with adaptations that enhance students' learning.

Score 3.0: While engaged in classroom activities that involve students interacting with new knowledge, the teacher makes no major errors or omissions regarding the following behaviors:

- Identifies critical input experiences
- Employs previewing activities that make linkages between new knowledge and what has been previously addressed
- Organizes students into small groups to facilitate the processing of new knowledge
- Breaks input experiences into small "chunks" appropriate to the students
- When pausing after a small chunk of new knowledge the teacher engages students in description, discussion, and prediction activities that enhance their understanding of the new knowledge
- Engages students in activities that require them to elaborate on the new knowledge.
- After the input experience engages students in activities that require them to write out and represent their conclusions.
- Engage students in concluding activities that require them to reflect on their own learning

Score 2.5: No major errors or omissions regarding the simpler behaviors (Score 2.0 performance) and partial success at the more complex behaviors (Score 3.0 performance).

Score 2.0: No major errors or omissions regarding the following simpler behaviors:

- Identifies experiences that provide students with new information but does not distinguish between critical and non-critical experiences
- Employs previewing activities but does not highlight linkages between new knowledge and what has been previously addressed.
- Organizes students into small groups but those groups do not enhance the processing of new knowledge
- Breaks input experiences into small chunks but those chunks are not appropriate to the students' level of readiness
- When pausing after a small chunk of new knowledge the teacher engages students in activities but those activities do not necessarily enhance students' understanding of the new knowledge.
- Engages students in activities the are inferential but do not focus on elaborating on the content of the input experience
- After the input experience engages students in review activities but those activities do not require students to write out and represent their conclusions
- Engage students in concluding activities but those activities do not require students to reflect on their own learning

However the teacher exhibits major errors or omissions regarding the more complex behaviors (Score 3.0 performance)

Score 1.5: Partial success at the simpler behaviors (Score 2.0 performance) but major errors or omissions regarding the more complex behaviors (Score 3.0 performance).

Score 1.0: With help, partial success at some of the simpler behaviors (Score 2.0 performance) and some of the more complex behaviors (Score 3.0 performance).

Score 0.5: With help partial success some of the simpler behaviors (Score 2.0 performance) but not the more complex behaviors (Score 3.0 performance).

Score 0.0: Even with help, no success with the Score 2.0 or 3.0 behaviors.

Q3: Teacher Scale for Practicing and Deepening Knowledge

Score 4.0: In addition to Score 3.0 behaviors adaptations that enhance students' learning.

Score 3.5: In addition to Score 3.0 behaviors, partial success with adaptations that enhance students' learning.

Score 3.0: While engaged in classroom activities that involve students practicing and deepening their understanding of new knowledge, the teacher makes no major errors or omissions regarding the following behaviors:

- Schedules practice sessions for skills and processes that are gradually less structured and designed to lead to student fluency
- Employs a variety of knowledge deepening activities such as: comparing, classifying, using analogies, using metaphors, and analyzing errors
- Assigns homework when warranted (as opposed to routinely) as a means to help students practice or deepen their understanding of new knowledge
- Makes appropriate use of grouping to help students practice and deepen their understanding of new knowledge

Score 2.5: No major errors or omissions regarding the simpler behaviors (Score 2.0 performance) and partial success at the more complex behaviors (Score 3.0 performance).

Score 2.0: No major errors or omissions regarding the following simpler behaviors:

- Schedules practice sessions for skills and process but those practice sessions are not well designed to gradually enhance student fluency
- Employs activities such as: comparing, classifying, using analogies and using metaphors, but those activities are not designed to deepen students' understanding of new knowledge
- Assigns homework when warranted (as opposed to routinely) but that homework is not structured to help students practice or deepen their understanding of new knowledge
- Using grouping but those groups are not designed to help students practice or deepen their understanding of new knowledge.

However the teacher exhibits major errors or omissions regarding the more complex behaviors (Score 3.0 performance)

Score 1.5: Partial success at the simpler behaviors (Score 2.0 performance) but major errors or omissions regarding the more complex behaviors (Score 3.0 performance).

Score 1.0: With help, partial success at some of the simpler behaviors (Score 2.0 performance) and some of the more complex behaviors (Score 3.0 performance).

Score 0.5: With help partial success some of the simpler behaviors (Score 2.0 performance) but not the more complex behaviors (Score 3.0 performance).

Score 0.0: Even with help, no success with the Score 2.0 or 3.0 behaviors.

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Q4: Teacher Scale for Generating and Testing Hypotheses

Score 4.0: In addition to Score 3.0 behaviors adaptations that enhance students' learning.

Score 3.5: In addition to Score 3.0 behaviors, partial success with adaptations that enhance students' learning.

Score 3.0: While engaged in classroom activities that involve students generating and testing hypotheses, the teacher makes no major errors or omissions regarding the following behaviors:

- Engages students in experimental inquiry tasks, problem solving tasks, decision making tasks, and investigation tasks that require students to generate and test hypotheses and provide support for their conclusions
- Integrates homework into hypothesis generation tasks that is appropriate to the tasks and the resources available to the students
- Integrates grouping activities with hypothesis generation tasks that enhance students' individual performance on those tasks

Score 2.5: No major errors or omissions regarding the simpler behaviors (Score 2.0 performance) and partial success at the more complex behaviors (Score 3.0 performance).

Score 2.0: No major errors or omissions regarding the following simpler behaviors:

- Engages students in experimental inquiry tasks, problem solving tasks, decision making tasks, and investigation tasks but those tasks do not require students to generate and test hypotheses and support their conclusions
- Integrates homework into hypothesis generation tasks but that homework is not sensitive to the resources available to the students
- Integrates grouping activities with hypothesis generation tasks but those tasks do not enhance students' individual performance on those tasks

However the teacher exhibits major errors or omissions regarding the more complex behaviors (Score 3.0 performance)

Score 1.5: Partial success at the simpler behaviors (Score 2.0 performance) but major errors or omissions regarding the more complex behaviors (Score 3.0 performance).

Score 1.0: With help, partial success at some of the simpler behaviors (Score 2.0 performance) and some of the more complex behaviors (Score 3.0 performance).

Score 0.5: With help partial success some of the simpler behaviors (Score 2.0 performance) but not the more complex behaviors (Score 3.0 performance).

Score 0.0: Even with help, no success with the Score 2.0 or 3.0 behaviors.

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Q5: Teacher Scale for Student Engagement

Score 4.0: In addition to Score 3.0 behaviors adaptations that enhance students' learning.

Score 3.5: In addition to Score 3.0 behaviors, partial success with adaptations that enhance students' learning.

Score 3.0: While engaged in general instructional activities, the teacher makes no major errors or omissions regarding the following behaviors:

- Recognizes when students are not engaged and applies specific techniques re-engage them
- Uses a variety of techniques to engage students such as: games and simulations, inconsequential competition, physical movement, friendly controversy, unusual information and building in opportunities for students to talk about themselves in relationship to new content
- Uses a variety of techniques to manage response rates such as: wait time, response cards, choral response, and response chaining
- Orchestrates the flow of classroom activity in a manner that minimizes "dead time" and enhances student engagement
- Demonstrates intensity and enthusiasm for the content

Score 2.5: No major errors or omissions regarding the simpler behaviors (Score 2.0 performance) and partial success at the more complex behaviors (Score 3.0 performance).

Score 2.0: No major errors or omissions regarding the following simpler behaviors:

- Recognizes when students are not engaged but does not apply specific techniques to re-engage them
- Focuses on a narrow range of techniques to engage students
- Focuses on a narrow range of techniques to manage response rates
- Minimizes "dead time" but does not orchestrate the overall flow of activity to enhance student engagement
- Demonstrates enthusiasm for the content but not at level of intensity high enough to enhance student engagement

However the teacher exhibits major errors or omissions regarding the more complex behaviors (Score 3.0 performance)

Score 1.5: Partial success at the simpler behaviors (Score 2.0 performance) but major errors or omissions regarding the more complex behaviors (Score 3.0 performance).

Score 1.0: With help, partial success at some of the simpler behaviors (Score 2.0 performance) and some of the more complex behaviors (Score 3.0 performance).

Score 0.5: With help partial success some of the simpler behaviors (Score 2.0 performance) but not the more complex behaviors (Score 3.0 performance).

Score 0.0: Even with help, no success with the Score 2.0 or 3.0 behaviors.

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Q6: Teacher Scale for Classroom Rules and Procedures

Score 4.0: In addition to Score 3.0 behaviors adaptations that enhance students' learning.

Score 3.5: In addition to Score 3.0 behaviors, partial success with adaptations that enhance students' learning.

Score 3.0: While engaged in general instructional activities, the teacher makes no major errors or omissions regarding the following behaviors:

- Organizes the room in well thought out manner that enhances student learning
- Establishes a small set of efficient rules and procedures
- Ensures that students understand the need for specific rules and procedures
- Systematically reviews and adapts rules and procedures to meet the changing environment of the classroom

Score 2.5: No major errors or omissions regarding the simpler behaviors (Score 2.0 performance) and partial success at the more complex behaviors (Score 3.0 performance).

Score 2.0: No major errors or omissions regarding the following simpler behaviors:

- Thoughtfully organizes the room but some aspects of the arrangement are not conducive to student learning
- Establishes rules and procedures but those rules and procedures are too numerous to be efficiently used in the classroom
- Explains rules and procedures to students but does not address the reasoning behind those rules and procedures
- Systematically reviews rules and procedures but does not adapt them to the changing environment of the classroom

However the teacher exhibits major errors or omissions regarding the more complex behaviors (Score 3.0 performance)

Score 1.5: Partial success at the simpler behaviors (Score 2.0 performance) but major errors or omissions regarding the more complex behaviors (Score 3.0 performance).

Score 1.0: With help, partial success at some of the simpler behaviors (Score 2.0 performance) and some of the more complex behaviors (Score 3.0 performance).

Score 0.5: With help partial success some of the simpler behaviors (Score 2.0 performance) but not the more complex behaviors (Score 3.0 performance).

Score 0.0: Even with help, no success with the Score 2.0 or 3.0 behaviors.

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Q7: Teacher Scale for Adherence and Lack of Adherence to Rules and Procedures

Score 4.0: In addition to Score 3.0 behaviors adaptations that enhance students' learning.

Score 3.5: In addition to Score 3.0 behaviors, partial success with adaptations that enhance students' learning.

Score 3.0: While engaged in general instructional activities, the teacher makes no major errors or omissions regarding the following behaviors:

- **Acknowledges adherence to rules and procedures using a variety of techniques such as: simple verbal and nonverbal recognition, tangible recognition, and contact with the home.**
- **Acknowledges lack of adherence to rules and procedures using a variety of techniques such as: being “withit,” using direct cost consequences, using group contingency, using home contingency, employing a strategy for high intensity situations, employing an overall plan for disciplinary problems**

Score 2.5: No major errors or omissions regarding the simpler behaviors (Score 2.0 performance) and partial success at the more complex behaviors (Score 3.0 performance).

Score 2.0: No major errors or omissions regarding the following simpler behaviors:

- **Acknowledges adherence to rules and procedures but does not use a variety of techniques**
- **Acknowledges lack of adherence to rules and procedures but does not use a variety of techniques**

However the teacher exhibits major errors or omissions regarding the more complex behaviors (Score 3.0 performance)

Score 1.5: Partial success at the simpler behaviors (Score 2.0 performance) but major errors or omissions regarding the more complex behaviors (Score 3.0 performance).

Score 1.0: With help, partial success at some of the simpler behaviors (Score 2.0 performance) and some of the more complex behaviors (Score 3.0 performance).

Score 0.5: With help partial success some of the simpler behaviors (Score 2.0 performance) but not the more complex behaviors (Score 3.0 performance).

Score 0.0: Even with help, no success with the Score 2.0 or 3.0 behaviors.

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Q8: Teacher Scale for Effective Relationships

Score 4.0: In addition to Score 3.0 behaviors adaptations that enhance students' learning.

Score 3.5: In addition to Score 3.0 behaviors, partial success with adaptations that enhance students' learning.

Score 3.0: While engaged in general instructional activities, the teacher makes no major errors or omissions regarding the following behaviors:

- **Employs a variety of behaviors to communicate a sense of guidance and control such as: consistency in the use of positive and negative consequences, projecting a sense of emotional objectivity, and maintaining a cool exterior**
- **Employs a variety of behaviors to communicate a sense of cooperation and concern such as: knowing something about each student, employing behaviors that communicate affection for each student, bringing student interests into content, communicating interest in students, and using humor**
- **Monitors the balance between behaviors that communicate guidance and control and those that communicate cooperation and concern and makes corrections as necessary**

Score 2.5: No major errors or omissions regarding the simpler behaviors (Score 2.0 performance) and partial success at the more complex behaviors (Score 3.0 performance).

Score 2.0: No major errors or omissions regarding the following simpler behaviors:

- **Employs behaviors to communicate a sense of guidance and control but does not use a variety of such behaviors.**
- **Employs behaviors to communicate a sense of cooperation and concern but does not use a variety of such behaviors**
- **Is aware of the distribution of behaviors that communicate guidance and control and those that communicate cooperation and concern but does not make corrections to keep these in balance**

However the teacher exhibits major errors or omissions regarding the more complex behaviors (Score 3.0 performance)

Score 1.5: Partial success at the simpler behaviors (Score 2.0 performance) but major errors or omissions regarding the more complex behaviors (Score 3.0 performance).

Score 1.0: With help, partial success at some of the simpler behaviors (Score 2.0 performance) and some of the more complex behaviors (Score 3.0 performance).

Score 0.5: With help partial success some of the simpler behaviors (Score 2.0 performance) but not the more complex behaviors (Score 3.0 performance).

Score 0.0: Even with help, no success with the Score 2.0 or 3.0 behaviors.

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Q9: Teacher Scale for High Expectations

Score 4.0: In addition to Score 3.0 behaviors adaptations that enhance students' learning.

Score 3.5: In addition to Score 3.0 behaviors, partial success with adaptations that enhance students' learning.

Score 3.0: While engaged in general instructional activities, the teacher makes no major errors or omissions regarding the following behaviors:

- Uses a variety of behaviors to establish an appropriate affective tone with low expectancy students such as: making eye contact with students, smiling at students, making appropriate physical contact with students, maintaining appropriate proximity to students, and engaging in appropriate playful dialogue with students
- Uses a variety of behaviors to enhance quality of interactions with low expectancy such as: asking substantial questions of students, demonstrating gratitude for student responses, pointing out what is correct and incorrect about student responses, restating questions for students, and temporarily letting students "off the hook"

Score 2.5: No major errors or omissions regarding the simpler behaviors (Score 2.0 performance) and partial success at the more complex behaviors (Score 3.0 performance).

Score 2.0: No major errors or omissions regarding the following simpler behaviors:

- Uses specific behaviors to establish and appropriate affective tone with low expectancy students but does not use a variety of such behaviors
- Uses specific behaviors to establish quality of interactions with low expectancy students but does not use a variety of such behaviors

However the teacher exhibits major errors or omissions regarding the more complex behaviors (Score 3.0 performance)

Score 1.5: Partial success at the simpler behaviors (Score 2.0 performance) but major errors or omissions regarding the more complex behaviors (Score 3.0 performance).

Score 1.0: With help, partial success at some of the simpler behaviors (Score 2.0 performance) and some of the more complex behaviors (Score 3.0 performance).

Score 0.5: With help partial success some of the simpler behaviors (Score 2.0 performance) but not the more complex behaviors (Score 3.0 performance).

Score 0.0: Even with help, no success with the Score 2.0 or 3.0 behaviors.

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Q10: Teacher Scale for Planning

Score 4.0: In addition to Score 3.0 behaviors adaptations that enhance students' learning.

Score 3.5: In addition to Score 3.0 behaviors, partial success with adaptations that enhance students' learning.

Score 3.0: While engaged in planning units and lessons, the teacher makes no major errors or omissions regarding the following behaviors:

- **Identifies a clear focus for each unit that fits within a general scheme for units throughout the entire semester or year**
- **Uses an appropriate balance between lessons devoted to critical input experiences, lessons devoted to practice and deepening students understanding, and lessons devoted to hypothesis generation and testing**

Score 2.5: No major errors or omissions regarding the simpler behaviors (Score 2.0 performance) and partial success at the more complex behaviors (Score 3.0 performance).

Score 2.0: No major errors or omissions regarding the following simpler behaviors:

- **Identifies a clear focus for each unit but the units with a semester or year do not fit together in an overall scheme**
- **Employs lessons devoted to critical input experiences, lessons devoted to practice and deepening students understanding, and lessons devoted to hypothesis generation and testing but does not plan for an appropriate balance between these three types of lessons**

However the teacher exhibits major errors or omissions regarding the more complex behaviors (Score 3.0 performance)

Score 1.5: Partial success at the simpler behaviors (Score 2.0 performance) but major errors or omissions regarding the more complex behaviors (Score 3.0 performance).

Score 1.0: With help, partial success at some of the simpler behaviors (Score 2.0 performance) and some of the more complex behaviors (Score 3.0 performance).

Score 0.5: With help partial success some of the simpler behaviors (Score 2.0 performance) but not the more complex behaviors (Score 3.0 performance).

Score 0.0: Even with help, no success with the Score 2.0 or 3.0 behaviors.

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