

**PROVIDING AND COMMUNICATING
CLEAR LEARNING GOALS**

Providing Scales and Rubrics

THE **MARZANO COMPENDIUM** OF
INSTRUCTIONAL STRATEGIES



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INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

PROVIDING SCALES AND RUBRICS

The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal. Defining the end goal of a lesson is essential to helping students learn. Goal-setting strategies are most effective when used in specific ways at specific times—for example, at the beginning of a unit. Learning goals should also be accompanied by a scale that defines different levels of performance relative to the goal. It is important to note that in this folio the terms *learning goal* and *learning target* are used interchangeably, as are the terms *scale* and *rubric*.

Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element in the classroom, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- When asked, students can explain the learning goal for the lesson.
- When asked, students can explain how their current activities relate to the learning goal.
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric in which the learning goal is embedded.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2) level, he or she implements strategies for the element correctly and completely, but does not monitor their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

Scale for Providing Scales and Rubrics

4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	I provide scales and rubrics, and I monitor the extent to which my actions affect students' performance.	I provide scales and rubrics, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

Not Using (0): A teacher does not typically articulate learning goals in her class. When she does, she does not embed those goals in a scale.

Beginning (1): A teacher posts a learning goal embedded in a scale, but he does not review the goal or scale with his class or explain how daily assignments relate to the learning goal.

Developing (2): A teacher has established a routine for using learning goals and scales. At the beginning and end of each lesson, she describes how the content in the lesson relates to a specific part of the scale. However, the teacher does not make sure students understand how to use the scale and isn't sure if the routine is having an impact on students' understanding of their progress.

Applying (3): A teacher presents learning goals and scales and asks his students to translate scales into student-friendly language. He leads students in defining unfamiliar terms then puts them into small groups to generate specific, action-oriented descriptions of each level of the scale. He monitors each group to make sure each student understands the scale and the concept of a learning progression. Once the students have an understanding of the learning goals and scale, the teacher checks to ensure that students can describe how the scale relates to classroom activities.

Innovating (4): A teacher has had a great deal of success introducing and using proficiency scales with her class. However, some students who are English language learners are having difficulty understanding the different levels of knowledge depicted in the scale. To help ensure that these students can use the scale, the teacher asks a friend of hers to translate the scale into the students' native language, which in this case is Spanish. She also pairs monolingual Spanish speakers with students who speak both Spanish and English when discussing the various levels of the scale.

STRATEGIES

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

Clearly Articulating Learning Goals

The teacher clarifies learning goals that state what students will know or be able to do at the end of a lesson, unit, or semester. As part of this strategy, the teacher must be careful not to confuse learning goals with activities and assignments. Activities and assignments are the tasks that the teacher asks students to do in order to achieve the learning goals. For example, the following statement is an activity: students will preview the chapter on the adverse effects of smoking before reading it. A related learning goal would be: students will understand the adverse effects of smoking. To create a learning goal, the teacher translates general statements from standards documents into the following learning goal formats:

Declarative knowledge: Students will understand _____.

Procedural knowledge: Students will be able to _____.

Once the teacher is familiar with the distinction between declarative and procedural knowledge, more flexible language and phrasing can be used to write learning goals, such as “students will be able to describe and exemplify the relationship between color and the intensity of light.”

Teacher Actions

- Clearly communicating the learning goal for each activity or assignment to students
- Designing activities and assignments that directly relate to the learning goals

Desired Student Responses

- Describing what proficient performance looks like for each learning goal
- Knowing what learning goal each activity or assignment is addressing

Extra Support

- Identifying key words or concepts in the learning goal and using pictures and other visuals to explain them in greater detail

Extension

- Asking students to categorize learning goals (for example, those that address information and those that address skills) and predict what they will learn while working on different learning goals

Technology Tips

- Prior to the lesson, post the learning goal on a class website (which may be a blog, a wiki, or a social media page) to stimulate student thinking about and discussion of the learning goal.
- Display the learning goal electronically. Using highlighting or text colors, change the color of key words to deconstruct the learning goal into manageable chunks. Choose bright colors like orange, red, or purple to emphasize the critical components.
- Have students paraphrase the goals in their own words, creating examples and analogies to deepen their understanding of them. Use a random name generator to select a student

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to explain the learning goal. Alternatively, all students can submit restatements using clickers with text input or polling software (such as Twitter, Socrative, TodaysMeet, or Poll Everywhere) on student mobile devices.

Declarative Learning Goals

ELA

- Students will understand the defining characteristics of fables, fairy tales, and tall tales.
- Students will understand plot, theme, conflict, and resolution of a novel.
- Students will understand the concept of plot.
- Students will understand a specific plot in a specific story.

Math

- Students will understand the concept of slope.
- Students will understand the use of letters to represent variables or unknown quantities.
- Students will understand the characteristics of parallelograms, rhombuses, and squares.

Science

- Students will understand that the sun is the largest body in the solar system.
- Students will understand that the moon and earth rotate on their axes.
- Students will understand that the moon orbits the earth while the earth orbits the sun.
- Students will understand the differences and similarities between metamorphic, igneous, and sedimentary rock.
- Students will understand that matter is made up of atoms and that atoms, in turn, are made up of subatomic particles.

Social Studies

- Students will understand the defining characteristics of the barter system.
- Students will understand how the Borgia family influenced the Renaissance.
- Students will understand how the antebellum period affected the Civil War.
- Students will understand key aspects contributing to the outcomes of World War I.
- Students will understand incidents leading to U.S. involvement in World War II.

Procedural Learning Goals

ELA

- Students will be able to sound out words that are not in their sight vocabulary but are known to them.

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- Students will be able to recognize the protagonist, theme, and voice of a piece of literature.
- Students will be able to determine subject-verb agreement in a variety of simple, compound, and complex sentences.
- Students will be able to use word processing software.

Math

- Students will be able to solve equations with one variable.
- Given a set of coordinates, students will be able to graph the slope of a line.
- Students will be able to use an ordered pair to plot a point on a graph and vice versa.
- Students will be able to identify and solve linear equations by looking at a graph.
- Students will be able to factor and simplify quadratic equations.

Science

- Students will be able to create a reasonable hypothesis for a simple experiment and compare their hypothesis to the experiment's outcome.
- Students will be able to use their understanding of magnetism to design solutions to everyday engineering problems.
- Students will be able to design and execute an experiment that demonstrates Newton's second law of motion.
- Students will be able to analyze and interpret stratigraphic diagrams.

Social Studies

- Students will be able to construct and present arguments to support a stance relative to a current or historical controversial issue.
- Students will be able to evaluate the rhetoric used in political speeches and advertisements.
- Students will be able to speculate about reasonable outcomes of a specific historical event happening or not happening.

Creating Scales or Rubrics for Learning Goals

Learning goals are much more useful when embedded in a scale (also referred to as a proficiency scale or a performance scale). Teachers should create a scale for each target learning goal. This is done by articulating a simpler learning goal and a more complex learning goal (relative to the target learning goal) and putting the three statements into a scale. In effect, to create a proficiency scale, a teacher identifies two additional goals to accompany each learning goal that has been identified. The initial learning goal is referred to as the target learning goal.

There are two versions of a generic proficiency scale. The first is a simplified proficiency scale, which delineates five levels and uses whole-number scores only.

Simplified Proficiency Scale	
Score 4.0	More complex learning goal <i>or</i> In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
Score 3.0	Target learning goal
Score 2.0	Simpler learning goal
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
Score 0.0	Even with help, no success

To receive a score of 3.0, a student must demonstrate competence regarding the target learning goal. A score of 2.0 indicates competence regarding the simpler content, and a score of 4.0 indicates competence regarding the more complex content. Scores 4.0, 3.0, and 2.0 involve different content, while scores 1.0 and 0.0 do not. A score of 1.0 indicates that, independently, a student cannot demonstrate competence in the 2.0 or 3.0 content, but, with help, he or she demonstrates partial competence. Score 0.0 indicates that even with help, a student does not demonstrate competence or skill in any of the content.

The second version is the complete scale, which uses half-point scores as well as whole-number scores for added specificity.

Complete Proficiency Scale	
Score 4.0	More complex learning goal <i>or</i> In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	Target learning goal
	Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	Simpler learning goal
	Score 1.5 Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5 With help, partial success at score 2.0 content, but not at score 3.0 content
Score 0.0	Even with help, no success

A score of 4.0 indicates competence regarding the more complex content. A score of 3.5 means that the student has success at level 3.0 and partial success at level 4.0. A score of 3.0 indicates that a student has demonstrated competence on the target learning goal. A score of 2.5 means that the student has success with the simpler content (score 2.0) and partial success at level 3.0. A score of

2.0 indicates competence regarding the simpler content. A score of 1.5 indicates partial success with score 2.0 content. A score of 1.0 indicates that, independently, a student cannot demonstrate any competence in the 2.0 or 3.0 content, but, with help, he or she demonstrates partial competence. A score of 0.5 indicates that, with help, a student has partial success with the score 2.0 content only. Score 0.0 denotes no success, even with help.

Teacher Actions

- Writing target, simpler, and more complex learning goals
- Using a simplified or complex scale

Desired Student Responses

- Explaining what each score on the scale means
- Describing what performance on the learning goal looks like at each level of the scale

Extra Support

- Using pictures or diagrams to explain what performance at each level of the scale looks and sounds like

Extension

- Asking students to identify alternative statements that could be used for the more complex content in a particular scale

Technology Tips

- Prior to the lesson, post the scale or rubric on a class website to stimulate student thinking about and discussion of the scale or rubric. Post comments that include the learning goal for the lesson and the proficiency scale associated with the learning goal. Students can then comment to demonstrate that they have read and understood the learning goal and the proficiency scale.
- Ask students to rephrase the language of the performance levels in their own words to deepen their understanding of them. Use clickers with text input or mobile devices with polling software to collect responses and then discuss these responses as a class to prompt whole-group thinking and interaction.

Steps for Creating a Proficiency Scale

1. **Identify a target learning goal.** This goal will become the score 3.0 content in the scale. When writing learning goals, it can be helpful to use verbs that specify how students will demonstrate their understanding, such as *describe*, *explain*, *analyze*, and so on. For example, a middle school ELA teacher might identify the learning goal, “Students will describe complex causal relationships in grade-appropriate passages.”
2. **Identify knowledge that is simpler than the target learning goal and a prerequisite to achieving the target learning goal.** This content will become the score 2.0 level of the scale. For example, based on the example in step 1, the ELA teacher might

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compose the simpler goal, “Students will identify literary clues that signal a cause-effect relationship in a specific grade-appropriate text.” Score 2.0 often includes more than one content statement, as the simpler content might include vocabulary terms as well as several basic facts or processes.

3. **Identify knowledge that is more complex than the learning goal.** This content will become the score 4.0 level of the scale. Content at this level goes beyond what teachers will directly teach in class and often includes complex comparisons, generalizations, or application of knowledge to real-world problems. The example ELA teacher might include “Students will explain the relationship between complex causal relationships in one story and those in other stories” as a more complex learning goal. Teachers can use a hierarchy of mental processes (such as the one in *The New Taxonomy of Educational Objectives* by Robert J. Marzano and John S. Kendall [2007]) to create these more complex learning goals. It is important to note that some teachers, schools, and districts prefer to simply state “Students will make inferences and applications beyond what was taught” rather than explicitly stating a specific level 4.0 learning goal. Either approach is acceptable.
4. **Include generic descriptions of other levels.** Scores 1.0 and 0.0 are general, rather than content-specific, statements and do not change. The same goes for half-point scores, if they are to be used.

The complete scale created by the example ELA teacher might resemble the following.

Score 4.0	Students will explain the relationship between complex causal relationships in one story and those in other stories.	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	Students will describe complex causal relationships in grade-appropriate passages.	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	Students will recognize or recall specific terms and phrases that signal causal relationships (for example, <i>because, as a result of, consequently</i>). Students will identify literary clues that signal a cause-effect relationship in a specific grade-appropriate text.	
	Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content, but not at score 3.0 content
Score 0.0	Even with help, no success	

This scale contains four explicit content statements (one at score 4.0, one at score 3.0, and two at score 2.0). Each of these can be considered a learning target. The original learning target is at the score 3.0 level. The other three learning targets have been developed to provide students with a progression of learning relative to the original target.

Routines for Using Targets and Scales

The teacher uses routines to encourage students' attentiveness to learning targets and proficiency scales. A routine could be as simple as reviewing a scale or learning target at the beginning of each class, or it could be more complex and require students to explain components of the target or scale. These routines help students relate their learning back to the target or scales and can help teachers focus their lessons on the goals outlined in targets and scales.

Teacher Actions

- Explaining the target and scale to students
- Explaining the purpose for the target and scale
- Relating the scale or target to classroom activities
- Establishing a routine for using scales and targets in class

Desired Student Responses

- Relating an activity to the learning target or scale
- Identifying when and why the teacher discusses the scale or learning target
- Explaining the purpose of the target and scale

Extra Support

- Providing prompts that help students analyze how a lesson related to the learning target or scale

Extension

- Asking students to create a routine for themselves that will help them understand how the target or scale relates to their learning

Example Routines for Using Targets and Scales

- Begin and end every lesson by relating the activity or task back to the learning target and relating the learning target back to the scale. This should involve a brief review of the scale and should not take more than several minutes of class time. Extend this activity by giving students the opportunity at the end of class to explain how they see the lesson relating to the target and the scale.
- Post a copy of the scale and learning target in the same place every day so it is accessible to students. Students should instinctually know where to look for a scale and target during every class. For example, teachers can write the learning target for the day on the whiteboard and create cork boards for the various scales students might want to reference during class. Additionally, teachers can make individual copies of scales for students to use during class or at home.
- Create a routine that helps relate the lesson to the learning goal. For example, before a lesson, write and strategically place sticky notes around the classroom to remind yourself to relate the content back to the target and scale. Ask students individually or in groups to

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brainstorm how the lesson relates to the learning goal during a pause in instruction or near the end of class. Teachers can also ask students to give a quick signal to request an explanation whenever they aren't certain how the lesson relates to the target and scale.

- Reinforce the idea of a learning progression. Teachers can reinforce learning progressions in a number of ways: by asking students to summarize their progress towards a learning target at the end of a week, class period, or unit; by having students relate what they have just learned to their previous understanding or knowledge of the subject; or by asking students to identify where they are on a scale before leaving the classroom. Teachers should consistently engage students in activities that help them understand that they are getting closer to the goal with every lesson.
- Create a classwide chart that shows the class progress on the scale. Students may either fill in their position on the scale at the end of a week, or teachers can fill in information after an assessment. Alternatively, teachers can average students' progress, as indicated by assessments or polls, and track the class's progress as a whole.

Using Teacher-Created Targets and Scales

Once scales with embedded learning targets have been designed, the teacher consistently and rigorously uses them as the basis for instruction. To illustrate, consider the following algebra scale on the topic of data comparison.

Score 4.0	The student will determine if the methods used in one study to select and survey a sample group were more or less appropriate for the conclusions drawn from the results than the methods used in another study.
Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will compare the results of an observational study examining the correlation between sugar consumption and heart disease and an experimental study examining the causal relationship between sugar and heart disease.
Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	The student will recognize or recall specific vocabulary (for example, <i>categorical, quantitative, variable, correlation, experimental study, observational study, causal relationship, linear association, correlation coefficient, independent variable, dependent variable</i>) and perform basic processes such as: <ul style="list-style-type: none"> • Explain that correlation measures the strength of a linear association between two quantitative variables. • State that correlation indicates that two variables have a relationship but one does not necessarily cause the other. • Explain that the correlation coefficient (r) is a measure of how close data points are to a line of best fit. • Explain that a correlation relationship between two variables does not necessarily mean that a change in one of the variables causes a change in the other (for example, state that although there is a correlation between stress and ulcers, the cause of ulcers is bacteria, not stress).
Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success

This scale has one learning target at score 4.0, one target at score 3.0, and five learning targets for score 2.0. At the beginning of the set of lessons focused on this scale, the teacher might spend a class period or two on each of the score 2.0 targets. For example, a class period or two might be devoted to the score 2.0 learning target “students will explain that correlation measures the strength of a linear relationship between two quantitative variables.” For that class period the goal would be referred to as the daily learning target or the daily learning goal. It is common to state daily learning targets as “I can” statements: “I can explain how a correlation measures the strength of a linear relationship between two quantitative variables.”

Teacher Actions

- Explaining the scale to students
- Relating the scale or target to classroom activities
- Asking students to set goals associated with the scale or target

Desired Student Responses

- Relating an activity to the learning target or scale
- Accurately describing performance at different levels of the scale
- Setting a goal related to the learning target or scale

Extra Support

- Providing examples of past student work that exemplify each level of a scale

Extension

- Asking students to explain how specific activities contributed to their mastery of the learning target or scale

Tips for Using Teacher-Created Targets and Scales

- Introduce the concepts of scales and targets in a general way before relating them to content. Students should understand that targets are what they will need to master by the end of a unit or set of lessons and scales depict a progression of learning for a set of targets. The generic versions of the scales are useful for this purpose. Once students understand the purpose of the targets and scale, then the teacher can relate them to specific content.
- Directly explain targets and what kind of content mastery they describe. If students are confused by terminology in the scale or targets that will not be directly taught in a lesson, briefly describe examples and nonexamples of that level of the scale.
- Provide students with the opportunity to ask questions about the targets or scale and discuss the goals in groups or as a class. Students may be confused about the use of targets or scales at first, so reinforce their use with every lesson.
- When starting a new task, briefly relate the task to a level of the scale. This does not need to be an extensive review of the scale or target, but it should help students understand that every activity in class is designed to contribute to their mastery of the content in the scale. Once students are accustomed to the use of scales, ask them to describe how various class activities relate to scales or learning targets.
- Post the scale and learning target so that the class can refer to them during lessons. Reference the scale often during instruction. Additionally, the scale can be posted on a class website or on handouts for students.
- Encourage students to consider how their actions in class help them get closer to the goals listed in the proficiency scale. Once students seem fluent in the use of scales, they can summarize where they believe they are on the scale and what they think they should do to get to the next level.

Student-Friendly Scales

The teacher asks students to translate scales into student-friendly language. After the teacher explains the target, simpler, and more complex learning goals to students, students work in small groups to create their own wording for the 2.0, 3.0, and 4.0 content statements. The teacher then compiles the students' suggestions, presents the rewritten scale to students for feedback and comments, and revises as necessary.

Teacher Actions

- Explaining the scale to students
- Helping students write content statements for different levels of the scale in their own words

Desired Student Responses

- Asking questions to clarify understanding of the learning goal
- Accurately describing performance at different levels of the scale

Extra Support

- Helping students draw pictures or describe in their own words what each level of the scale looks and sounds like

Extension

- Asking students to compare different groups' interpretations of the scale, identify similarities and differences, and explain which translation they think is best.

Helping Students Write Scales

In addition to rewriting learning goals so that students can more easily understand them, it is important to ensure that students know what is meant by each score on the scale. For example, some students may not fully comprehend what is meant by the phrase “in-depth inferences and applications that go beyond what was taught,” which describes a score 4.0 on the scale. The following tables, based on Robert J. Marzano’s work in *Classroom Assessment and Grading That Work* (2006), show student-friendly wording of each score on the simplified and complete proficiency scales.

Simplified Scale	
4.0	I know (can do) it well enough to make connections that weren’t taught.
3.0	I know (can do) everything that was taught without making mistakes.
2.0	I know (can do) all the easy parts, but I don’t know (can’t do) the harder parts.
1.0	With help, I know (can do) some of what was taught.
0.0	I don’t know (can’t do) any of it.

Complete Scale	
4.0	I know (can do) it well enough to make connections that weren’t taught, and I’m right about those connections.
3.5	I know (can do) it well enough to make connections that weren’t taught, but I’m not always right about those connections.
3.0	I know (can do) everything that was taught (the easy parts and the harder parts) without making mistakes.
2.5	I know (can do) all the easy parts and some (but not all) of the harder parts.
2.0	I know (can do) all the easy parts, but I don’t know (can’t do) the harder parts.
1.5	I know (can do) some of the easier parts, but I make some mistakes.
1.0	With help, I know (can do) some of the harder parts and some of the easier parts.
0.5	With help, I know (can do) some of the easier parts but not the harder parts.
0.0	I don’t know (can’t do) any of it.

Individual Student Learning Goals

The teacher asks students to identify a personal learning goal that interests them and that relates to the teacher-identified learning goals. Students state their personal learning goals using the following formats:

When this unit is completed, I will better understand _____.

When this unit is completed, I will be able to _____.

These personal learning goals set by students should relate to the overall topic of the unit or set of lessons, but they can and should be focused on variations or applications that are of personal interest to students. For example, in relation to an algebra unit on data comparisons, a particular student might establish the personal learning goal “I will be able to explain how professional football teams use correlations.” Instead of creating a proficiency scale for their personal goals, students can use the following generic scale to examine their progress.

4 = I did even better than the goal I set.
3 = I accomplished my goal.
2 = I didn't accomplish everything I wanted to, but I learned quite a bit.
1 = I tried, but I didn't really learn much.
0 = I didn't really try to accomplish my goal.

Teacher Actions

- Identifying students' personal interests that relate to the class's learning goal
- Helping students articulate and write down their individual learning goals
- Tracking students' progress on individual learning goals

Desired Student Responses

- Identifying personally important individual learning goals
- Explaining what they have already done and still need to do to accomplish individual learning goals
- Tracking their progress on individual learning goals

Extra Support

- Conducting individual interviews with students who are having trouble identifying their interests or connecting their interests to the learning goal

Extension

- Asking students to give a presentation to the class at the end of a unit explaining what they learned by studying their individual learning goal

Student Progress Chart

Name: _____

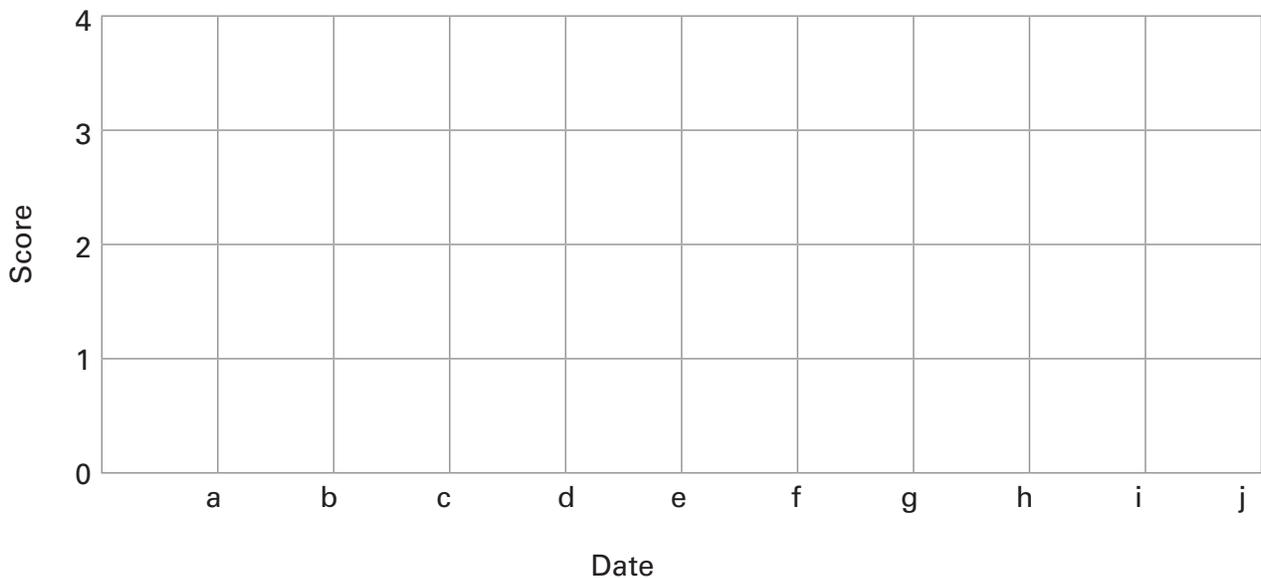
Use this worksheet to set a goal for your learning and track your progress toward that goal.

When this unit is completed, I will better understand _____

When this unit is completed, I will be able to _____

At the end of the unit, I will be at the _____ level of the scale.

Specific things I will do to make progress toward my goal: _____



a. _____

f. _____

b. _____

g. _____

c. _____

h. _____

d. _____

i. _____

e. _____

j. _____

REPRODUCIBLES

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow observers in classrooms to monitor specific teacher and student behavior related to this element. Teachers themselves can also use the Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

Tracking Progress Over Time

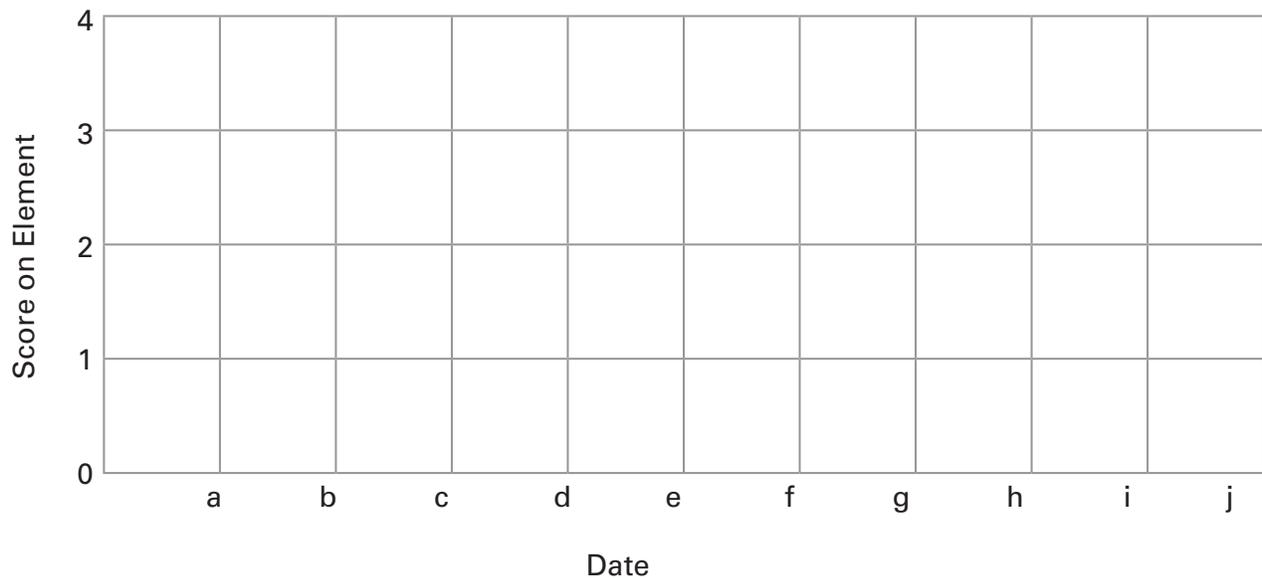
Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: _____

Initial Score: _____

Goal Score: _____ by _____ (date)

Specific things I am going to do to improve: _____



a. _____

f. _____

b. _____

g. _____

c. _____

h. _____

d. _____

i. _____

e. _____

j. _____

Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of providing scales and rubrics.

Observation Date and Time: _____ Length of Observation: _____

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Clearly Articulating Learning Goals	
	Creating Scales or Rubrics for Learning Goals	
	Routines for Using Targets and Scales	
	Using Teacher-Created Targets and Scales	
	Student-Friendly Scales	
	Individual Student Learning Goals	
	Other:	
	Other:	

Tracking Student Responses

A teacher or observer can use this worksheet to record instances of student behavior to inform planning and implementation of strategies associated with providing scales and rubrics. Any item followed by an asterisk is an example of undesirable behavior related to the element; the teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: _____ Length of Observation: _____

Behavior	Number of Instances
Describing the levels of performance in a scale	
Describing the purpose of learning targets and scales	
Setting a personal goal in relation to the learning target or scale	
Putting the scale or target into their own words	
Tracking their progress towards a goal using a scale	
Explaining how an activity relates to the scale or learning target	
Explaining a current learning goal or scale	
Other:	
Other:	

Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: _____

Strategy: _____

Goal: _____

Date	How did it go?

Student Survey for Providing Scales and Rubrics

- 1. My teacher clearly communicates what I am supposed to be learning during lessons.**

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

- 2. I know what level 2.0, 3.0, and 4.0 products and performances look like and sound like.**

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

- 3. My teacher posts our class's learning goals and scales in the classroom.**

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

- 4. The things I do in class are designed to help me achieve the learning goal.**

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

- 5. My teacher talks about the learning goals and the scales during almost every class.**

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

- 6. My teacher asks me to create personal goals throughout the year.**

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

Teacher Survey for Providing Scales and Rubrics

1. I design learning goals and scales for my classes.

Often Sometimes Rarely Never I don't know

2. I explain the process of using or following a scale or learning target to students.

Often Sometimes Rarely Never I don't know

3. I explain how assignments and tasks relate to the learning goal.

Often Sometimes Rarely Never I don't know

4. I post the learning goal and the proficiency scale for students to see.

Often Sometimes Rarely Never I don't know

5. I ask students to set goals using the learning target or scale.

Often Sometimes Rarely Never I don't know

6. I design activities and tasks around the learning goal or scale.

Often Sometimes Rarely Never I don't know

7. I ask students to explain how an activity or task relates to the learning target or scale.

Often Sometimes Rarely Never I don't know