## The Marzano Teacher Evaluation Model by Washington State Criteria For Use in the 2013-14 School Year – Version 1.1

#### Criterion 1: Centering instruction on high expectations for student achievement.

#### Component 1.1: Providing Clear Learning Goals and Scales (Rubrics)

The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.	The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

#### Component 1.2: Celebrating Success

The teacher celebrates student success relative to the learning targets and/or the learning goals.

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	The teacher provides students with recognition of their current status but not their knowledge gain relative to the learning goal.	The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

#### Component 1.3: Understanding Students' Interests and Backgrounds

The teacher builds positive relationships with students by understanding students' interests and background.

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.	The teacher minimally uses students' interests and background during interactions with students.	The teacher uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.



# **Marzano Rubric Conversion Scale**

Robert J. Marzano

## **Marzano Rubric Conversion Scale:**

A Handbook for the Art and Science of Teaching Robert J. Marzano, John L. Brown, 2009 A series of modules designed to help educators explore and put into practice the research findings presented in The Art and Science of Teaching The Art and Science of Teaching Robert J. Marzano, 2007 The popular author of Classroom Instruction That Works discusses 10 questions that can help teachers sharpen their craft and do what really works for the particular students in their classroom

**Design in Five** Nicole Dimich, 2014-09-11 Fully engage learners in your classroom Discover how to create high quality assessments using a five phase design protocol Explore types and traits of quality assessment and learn how to develop assessments that are innovative effective and engaging Evaluate whether your current assessments meet the design criteria **Great Performances** Larry Lewin, Betty Jean and discover how to use this process collaboratively with your team Shoemaker, 2011 The authors share what they we learned about developing and assessing powerful performance tasks ranging from short and specific to lengthy and substantive Formative Assessment & Standards-Based Grading Robert J. Marzano, 2011-10-27 Learn everything you need to know to implement an integrated system of assessment and grading The author details the specific benefits of formative assessment and explains how to design and interpret three different types of formative assessments how to track student progress and how to assign meaningful grades Detailed examples bring each concept to life and chapter exercises reinforce the content Designing & Teaching Learning Goals & Objectives Robert J. Marzano, 2010-08-10 Design and teach effective learning goals and objectives by following strategies based on the strongest research available This book includes a summary of key research behind these classroom practices and shows how to implement them using step by step hands on strategies Short guizzes help readers assess their understanding of the instructional best practices explained in each section Making Math Accessible to English Language Learners (Grades 9-12) r4Educated Solutions, 2011-12-30 Making Math Accessible for English Language Learners provides practical classroom tips and suggestions to strengthen the quality of classroom instruction for teachers of mathematics. The tips and suggestions are based on research in practices and strategies that address the affective linguistic and cognitive needs of English language learners Although this resource centers on teaching English language learners many of the tips and suggestions benefit all students Making Math Accessible for English Language Learners follows five case studies of composite student profiles throughout the book with opportunities for reflection to increase personal awareness of both the teacher's role and students needs in the mathematics classroom tasks to provide interaction with the content of the book and hot tips for ideas applicable to real world classroom situations

Handbook of Social and Emotional Learning Joseph A. Durlak, Celene E. Domitrovich, Roger P. Weissberg, Thomas P. Gullotta, 2016-10-26 The burgeoning multidisciplinary field of social and emotional learning SEL now has a comprehensive and definitive handbook covering all aspects of research practice and policy The prominent editors and contributors describe state of the art intervention and prevention programs

designed to build students skills for managing emotions showing concern for others making responsible decisions and forming positive relationships Conceptual and scientific underpinnings of SEL are explored and its relationship to children s and adolescents academic success and mental health examined Issues in implementing and assessing SEL programs in diverse educational settings are analyzed in depth including the roles of school and district level leadership teacher training and school family partnerships Making Math Accessible to English Language Learners (Grades 3-5) r4Educated Solutions, 2011-12-30 Making Math Accessible for English Language Learners provides practical classroom tips and suggestions to strengthen the quality of classroom instruction for teachers of mathematics. The tips and suggestions are based on research in practices and strategies that address the affective linguistic and cognitive needs of English language Making Math Accessible to English Language Learners (Grades 6-8) r4Educated Solutions, 2011-12-30 Making learners Math Accessible for English Language Learners provides practical classroom tips and suggestions to strengthen the quality of classroom instruction for teachers of mathematics. The tips and suggestions are based on research in practices and strategies that address the affective linguistic and cognitive needs of English language learners Classroom Instruction that Works Robert J. Marzano, Debra Pickering, Jane E. Pollock, 2001 Describes nine different teaching strategies which have been proven to have positive effects on student learning and explains how those strategies can be incorporated into the Resources in Education ,1998 Creating & Recognizing Quality Rubrics Judith A. Arter, Jan Chappuis, 2007 classroom Teachers learn to choose or develop sound instructional rubrics and to use rubrics effectively with students to maximize learning An accompanying CD ROM contains more than 25 sample rubrics **Understanding Scoring Rubrics ERIC** Clearinghouse on Assessment and Evaluation, 2002-01-01 Learning Map/Desired Results Ouick Reference Guide Robert Marzano, 2015-04-06 Need guick access to the Marzano model Teachers and observers alike can easily refer to every strategy and design question in Domains 14 of the learning map along with the desired effect for each This handy reference quide opens to 11x17 and folds to fit into any grade book or planner Measurements And Conversions Pamela Liflander,

# Decoding Marzano Rubric Conversion Scale: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "Marzano Rubric Conversion Scale," a mesmerizing literary creation penned with a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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