

The Marzano Teacher Evaluation Rubrics by Washington State

Version 1.1

Criterion 1-8			
Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
Component 6.1: Designing Instruction Aligned to Assessment			
<i>The teacher designs instruction aligned to assessments that impact student learning.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not design instruction with clear alignment to learning targets (daily) and/or learning goals (longer term).	The teacher designs instruction with assessments aligned to learning target (daily) and/or learning goal (longer term) but does not adapt those assessments to meet student learning needs.	The teacher designs instruction with assessments aligned to clearly stated learning target (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs.	The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
Component 6.2: Using Multiple Data Elements			
<i>The teacher uses multiple data elements to modify instruction and assessments.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not examine multiple data points with the intent of modifying instruction and assessment or does so with significant errors or omissions.	The teacher examines a few data points and makes minimal adjustments to instruction and assessment based on the information.	The teacher examines multiple data points and makes changes to instruction and assessment based on the information. Additionally the teacher monitors the extent to which the changes result in enhanced student learning.	The teacher adapts or creates new strategies designed to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.
Component 6.3: Tracking Student Progress			
<i>The teacher provides opportunities for students to self-reflect and track progress toward learning goals.</i>			
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 facilitates tracking of student progress using a formative approach to assessment but does not monitor the extent to which this process enhances student learning.	The teacher facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which this process enhances student learning.	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.

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Criterion 1-8			
Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
Student Growth 6.1			
<i>Establish Student Growth Goal(s)</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Student Growth 6.2			
<i>Achievement of Student Growth Goal(s)</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.
Criterion 7: Communicating and collaborating with parents and the school community.			
Component 7.1: Promoting Positive Interactions about Students and Parents - Courses, Programs and School Events			
<i>The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher attempts to communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students', but does not necessarily do so in a timely or clear manner.	The teacher communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events relevant to the students' in a timely and professional manner.	The teacher is a recognized leader in helping others communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students'.
Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism			
<i>The teacher communicates individual student progress to parents/guardians in a timely and professional manner.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher communicates individual students' progress to parents/guardians, but does not necessarily do so in a timely or clear manner.	The teacher communicates individual students' progress to parents/guardians in a timely and professional manner.	The teacher is a recognized leader in helping others communicate individual student progress to parents/guardians in a timely and professional manner.

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Criterion 1-8			
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
Component 8.1: Seeking Mentorship for Areas of Need or Interest			
<i>The teacher collaborates with colleagues about student learning and instructional practices by seeking mentoring for areas of need or interest, and/or by mentoring other teachers through the sharing of ideas and strategies.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers, but does not necessarily do so in a manner that enhances pedagogical skill.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers in such a manner as to enhance pedagogical skill.	The teacher is a recognized leader in mentoring others in such a way as to enhance their pedagogical skill.
Component 8.2: Promoting Positive Interactions with Colleagues			
<i>The teacher displays dependability through active participation.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher makes little or no attempt to follow established norms or collective commitments. The teacher’s behavior may be obstructing the functioning of the team/group.	The teacher attempts to follow established norms or commitments but does not comply with all norms and collective commitments.	The teacher follows established norms and collective commitments, contributing to the overall effectiveness of the team.	The teacher consistently models established norms and collective commitments. The teacher is a recognized leader in facilitating the team/group in resolving conflict for effective functioning.
Component 8.3: Participating in District and School Initiatives			
<i>The teacher participates in district and school initiatives.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher is aware of the district and school initiatives, but does not participate at a level consistent with his or her talents and availability.	The teacher participates in district and school initiatives at a level consistent with his or her talents and availability.	The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives.
Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan			
<i>The teacher pursues professional development based on his/her written growth and development plan and monitors progress relative to that plan.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher develops a written professional growth and development plan but does not articulate clear goals and timelines. The teacher charts his or her progress on the professional growth and development plan using established goals and timelines but does not make adaptations as needed.	The teacher develops a written professional growth and development plan with goals and timelines, charts his or her progress, and makes adaptations as needed.	The teacher is a recognized leader in helping others develop professional growth and development plans.

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Criterion 1-8			
Student Growth Criterion 8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.			
Student Growth 8.1			
<i>Establish Team Student Growth Goal(s)</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.