Certificated Teacher Focused Summative Scoring Document
Criterion 6: Marzano Framework

The purpose of this document is to capture the progress over the course of the year and to facilitate a growth-focused conversation.

Teacher: _____	Grade Level(s): _____	Date: _____
Evaluator: _____	District/School: _____	School Year: _____
Comprehensive Evaluation Score*: _____	From School Year: _____	

*The final focus summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

Criterion 6: Using multiple student data elements to modify instruction and improve student learning

	Unsatisfactory	Basic	Proficient	Distinguished
Component 6.1: Designing instruction aligned to assessment	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.

	Unsatisfactory	Basic	Proficient	Distinguished
Component 6.2: Using multiple data elements	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	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.
Original 6.1 Rubric - for educators not in 2021-2022 Pilot				
6.1: Establish Student Growth Goal(s)	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,	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

	Unsatisfactory	Basic	Proficient	Distinguished
	and evaluate achievement of goal(s).			evaluate achievement of goal(s).

6.1 Rubric for 2021-2022 Pilot				
6.1: Establish Student Growth Goal(s)	The teacher does not develop a student growth goal.

OR

The teacher does not explain how the knowledge of students' assets does not inform goal.

The goal does not address a **critical standard** for the teacher's content and grade level.

The goal does not require students' **cognitive or emotional engagement**. | The teacher develops a student growth goal for students in one grade level or class.

The teacher explains how the knowledge of students' assets informed the goal, but does not include all of the following:

*cultural

*academic

*social/emotional

The goal addresses a **critical standard** for the teacher's content and grade level.

The goal requires students' **cognitive or emotional engagement.** | The teacher develops a student growth goal for students in one grade level or class.

The teacher explains how the knowledge of students, including their cultural, academic, and social/emotional assets, informed the goal.

The goal addresses a **critical standard** for the teacher's content and grade level.

The goal requires students' **cognitive and emotional engagement.** | The teacher develops a student growth goal for students in one grade level or class.

The teacher explains how the knowledge of individual students, including their cultural, academic, and social/emotional assets, informed the goal.

The goal addresses a **critical standard** for the teacher's content and grade level.

The goal requires students' **cognitive and emotional engagement.**

The teacher explains how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their |

	Unsatisfactory	Basic	Proficient	Distinguished
				collective professional learning.
Original 6.2 Rubric - for educators not in 2021-2022 Pilot				
6.2: Achievement of Student Growth Goal(s)	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.
6.2 Rubric for 2021-2022 Pilot				
6.2: Achievement of Student Growth Goal(s)	The teacher provides evidence of student progress on the stated learning goal from only summative assessments. There is no evidence of student engagement in assessment of their own progress. The teacher does not provide evidence of taking responsibility for	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is limited evidence of **student engagement in assessment** of their own progress. There is limited or no evidence of opportunities	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is evidence of **student engagement in assessment** and student monitoring of their own progress. There is evidence of opportunities for **students to share feedback** on how they experienced the learning.	The teacher provides evidence of student progress on the stated learning goal, which includes both **formative and summative assessments**. There is evidence of **student engagement in assessment** and student monitoring of their own progress. There is evidence of opportunities for **students to share feedback** on how

	Unsatisfactory	Basic	Proficient	Distinguished
	student learning progress. There is no evidence of opportunities for students to share feedback on how they experienced the learning. The teacher does not identify the next steps for instruction, OR the next steps are uninformed by information about students' progress	for **students to share feedback** on how they experienced the learning. The teacher reflects with the supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals. The teacher's identified next steps for instruction are uninformed by student progress and student experience of learning.	The teacher reflects with the supervisor on learning progress for three groups of students: • Students who exceeded the learning goal • Students who met or nearly met the learning goal • Students who did not yet meet the learning goal The reflection includes an analysis of why students did or did not make progress, and next steps for each group. The teacher uses information from student progress and student experience of learning to guide their next steps for instruction.	they experienced the learning. The teacher reflects with the supervisor on learning progress for three groups of students: • Students who exceeded the learning goal • Students who met or nearly met the learning goal • Students who did not meet the learning goal The reflection includes an analysis of why individual students did or did not make progress, and next steps for each group. The teacher acts upon information from student progress and student experience of learning to guide their next steps for instruction, and to effect changes in instructional practice or professional

	Unsatisfactory	Basic	Proficient	Distinguished
				learning beyond their own classroom/context.

Reflective Questions:
As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?
Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?

Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

Evaluator Signature: _____   **Date:** _____

Employee Signature: _____   **Date:** _____