

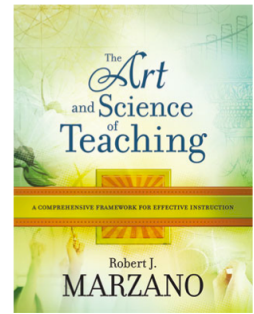
Proficiency Scales

- *one way to communicate learning goals, track progress, and celebrate student success*

Art & Science of Teaching

(Marzano, 2007, p. 19-23; MRL Academies 2011-13)

Design Question 1: What will I do to establish and communicate learning goals, track student progress?



Critical Attributes:

- used to provide feedback
- used to track student progress toward essential learning goals
- 4 point scale
- provides statements of student learning for the target goal (level 3) as well as levels below and above the target

Sample Scales: <http://itembank.marzanoresearch.com/default.aspx>

This is a sample Proficiency Scale for Writing Scales!

Scale Drafting Process

1. Identify an essential learning goal.
2. Use the target goal for the 3 level.
3. List the prerequisite skills for target goal achievement.
4. Write a goal one level below.
5. Write a goal one level above.

Score 4.0	<ul style="list-style-type: none"> • Append the scale with learning activities and/or assessment items for levels 2-4. • Explain how scale scores can be translated into traditional grades when necessary.
Score 3.0	<ul style="list-style-type: none"> • Draft a scale for a learning goal using the <i>Art and Science of Teaching</i> model. <ul style="list-style-type: none"> • content-specific, essential learning goal • target goal is level 3 • levels 2-3 are written in statements of what students know, understand, do
Score 2.0	<ul style="list-style-type: none"> • Explain a rationale for developing scales. • Differentiate between a learning goal and an activity. • Explain the critical attributes of an MRL scale. • Recall the steps for designing an MRL scale.
Score 1.0	<ul style="list-style-type: none"> • Identify an MRL scale

Next Steps: *(beyond a basic scale)*

6. Write a level 1 goal.
7. Record sample tasks for demonstrating proficiency at each level.