



Criterion Scoring Methodology Guidance from the Washington State Framework Authors

Research indicates that teachers and principals combined are the most important school-based factors influencing student learning. The purpose of evaluation of certificated classroom teachers, principals, and assistant principals is to acknowledge the critical importance of teacher and leadership quality in impacting student growth and support professional learning as the underpinning of the new evaluation systems. Evaluators, in consultation with classroom teachers and principals, identify particular areas in which the professional performance is distinguished, proficient, basic, or unsatisfactory, and particular areas in which the classroom teacher, principal, or assistant principal needs to improve his/her performance. The evaluation must include an assessment of the criteria using the instructional or leadership framework rubrics. Criterion scores, including instructional, leadership, and student growth rubrics, must be determined by an analysis of evidence. The following guiding principles may serve to inform district practice in determining criterion scores.

Key Definitions from WAC:

"Evidence" means observed practice, products or results of a certificated classroom teacher or certificated principal's work that demonstrates knowledge and skills of the educator with respect to the four-level rating system. (WAC 392-191A-030)

"Observe" or "observation" means the gathering of evidence made through classroom or worksite visits for the purpose of examining evidence over time against the instructional or leadership framework rubrics pursuant to this section. (WAC 392-191A-030)

Guiding Principles

1. The primary goal of any system of teacher evaluation is to promote teacher and student learning.
2. Accurate teacher evaluation requires trained observers using a research-based instructional framework who make accurate assessments of practice based on evidence.
3. The value of accurate assessments of practice is to shape the conversations that lead to improved practice.
4. Embedded in each instructional framework is a system for growth in teaching practice.
5. The summative scoring using the four level rating system of teaching practice plays a minor role in the growth of teaching practice, and the role of evaluation in promoting it.
6. Reliability and validity of the instructional framework relies on implementation of the full framework rather than individual components/indicators. While school administrators must adhere to the requirements to derive a criterion score, administrators who want to impact teacher and student learning should put most of their energy into those parts of the evaluation process that can yield real benefits for teachers and students: accurate assessment of practice on the instructional framework, and the use of that information to promote professional learning.
7. It is imperative to remain in the formative mindset until the final summative rating is determined.

General Rules for Utilizing a Scoring Matrix

Use the guiding questions to:

1. Gather formative evidence from observed practice, e.g., coded script, answers to wonderings, trends, student work, notes from formative conversations with teachers, teachers self-assessment.
2. Make a determination for each indicator/component based upon the preponderance of evidence and it's probable truth/accuracy, not the amount of evidence.
3. Enter the score for each indicator/component in the matrix.
4. If the criterion score is not clear, use the guiding questions below to reflect on the evidence in order to determine an informed professional judgment about what the criterion level score should be.

Sample Guiding Questions

- What else do I need to see or consider to make a final decision – what is available to me?
- What is the distribution of evidence over time?
- Has there been demonstrated and consistent improvement? If there was growth, was the growth sustained?
- What would be the tipping point? If I consistently saw “X”, I would feel confident that the performance is Basic. If I consistently saw “Y”, I would feel confident that performance is Proficient.
- What is the essence of the indicator? The criterion? Go back and find the key words in the framework/rubric. What does the evidence tell you about the evaluatee's performance and growth with regards to this essential aspect of the indicators / criterion?
- Is this evaluatee more Basic than s/he is Proficient, or more Proficient than s/he is Basic in this indicator? What is the evidence based in the framework / rubric to support your decision?
- Is the evidence of student learning more Basic than Proficient, or more Proficient than Basic? What in the rubric can you find to support your decision?
- To what degree is the growth in student learning reflective of the teaching practice you have observed? If not, why not? What are your thoughts about why the teaching isn't consistent with the growth in learning?
- What other evidence/measures might need to be considered before determining a final score?

Criterion Scoring Matrix for Marzano

Criterion 1: High Expectations for Achievement

Marzano Components	Unsatisfactory	Basic	Proficient	Distinguished	Score
1.1 Clear learning goals					
1.2 Celebrating success					
1.3 Students' interests/background					
1.4 Demonstrate value and respect					

Criterion 2: Demonstrate Effective Teaching

Marzano Components	Unsatisfactory	Basic	Proficient	Distinguished	Score
2.1 Interact with new knowledge					
2.2 Organize to practice and deepen knowledge					
2.3 Organize cognitive complex tasks					
2.4 Ask questions					
2.5 Probe incorrect answers					
2.6 Notice students not engaged					
2.7 Use/apply academic vocabulary					
2.8 Evaluate effectiveness of lessons and units					

Criterion 3: Addresses Individual Student Needs

Marzano Components	Unsatisfactory	Basic	Proficient	Distinguished	Score
3.1 Effective scaffolding of information					
3.2 Planning and preparing for needs of all students					
SG 3.1 Establish Student Growth Goal(s)					
SG 3.2 Achievement of Student Growth Goal(s)					

Criterion 4: Content and Curriculum

Marzano Components	Unsatisfactory	Basic	Proficient	Distinguished	Score
4.1 Attention to established content standards					
4.2 Use available resources					

Criterion 5: Safe Learning Environment

Marzano Components	Unsatisfactory	Basic	Proficient	Distinguished	Score
5.1 Organize physical layout					
5.2 Review expectations to rules/procedures					
5.3 Demonstrate “withitness”					
5.4 Apply consequences					
5.5 Acknowledge adherence to rules/procedures					
5.6 Display objectivity and control					

Criterion 6: Use of Student Data

Marzano Components	Unsatisfactory	Basic	Proficient	Distinguished	Score
6.1 Design instruction aligned to assessment					
6.2 Use multiple data elements					
6.3 Track student progress					
SG 6.1 Establish Student Growth Goal(s)					
SG 6.2 Achievement of Student Growth Goal(s)					

Criterion 7: Families and Community

Marzano Components	Unsatisfactory	Basic	Proficient	Distinguished	Score
7.1 Positive interactions about students and parents – courses, programs, events					
7.2 Positive interactions about students and parents – timeliness and professionalism					

Criterion 8: Collaboration with Colleagues

Marzano Components	Unsatisfactory	Basic	Proficient	Distinguished	Score
8.1 Seeking mentorship for NOI areas					
8.2 Positive interactions with colleagues					
8.3 Participate in district and school initiative					
8.4 Monitor progress towards professional growth					
SG 8.1 Establish Team Student Growth Goal(s)					

C1	C2	C3	C4	C5	C6	C7	C8	Total Summative Score