

Teacher Survey for Providing Scales and Rubrics

- | | | | | | |
|---|-------------------|----------|-------------------------------|-------|----------------|
| 1. I design learning goals and scales for my classes. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 2. I explain the process of using or following a scale or learning target to students. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 3. I explain how assignments and tasks relate to the learning goal. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 4. I post the learning goal and the proficiency scale for students to see. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 5. I ask students to set goals using the learning target or scale. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 6. I design activities and tasks around the learning goal or scale. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 7. I ask students to explain how an activity or task relates to the learning target or scale. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |

Source: Adapted from Marzano Research. (2016). Marzano compendium of instructional strategies. Centennial, CO: Author.