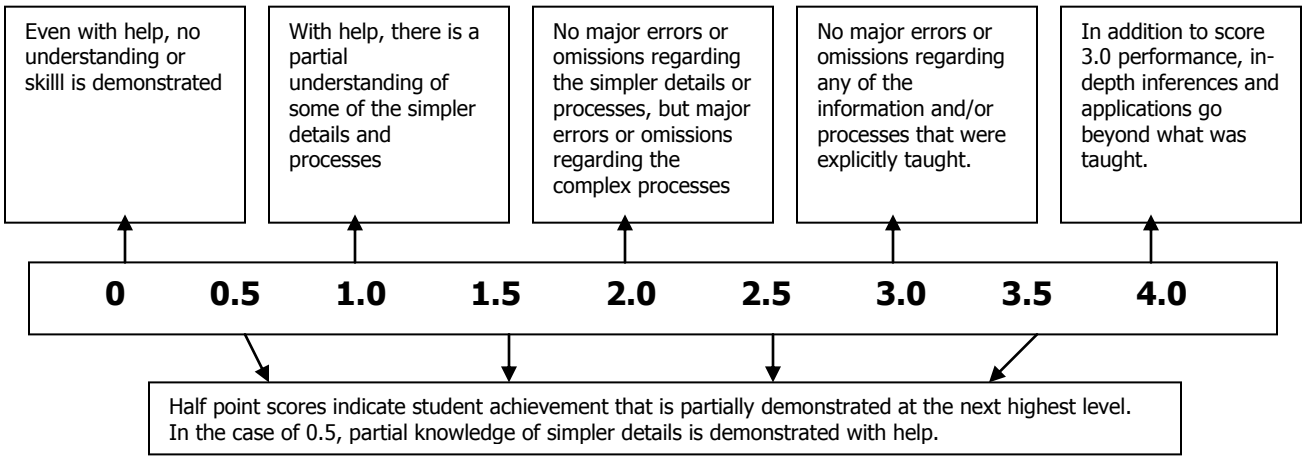
Marzano's 4-Point Rating Scale

(based on Marzano, 2006)



How can I translate this into words?

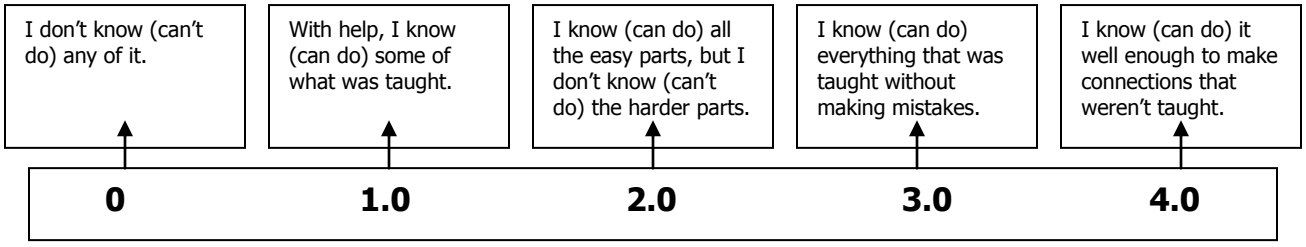
Rubric Level	***Descriptor***
4	**Excellent**
3	**Proficient**
2	**Adequate**
1	**Limited**
0	**Incomplete**

***When would I use this rating scale*?**

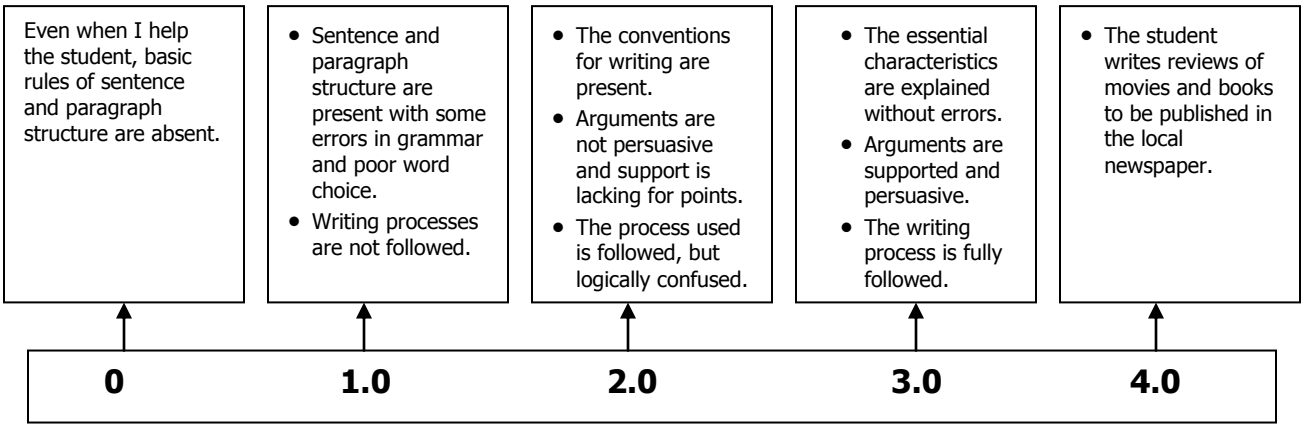
- Before instruction (pre-assessment) to determine prior knowledge
- During instruction (formative) to assess next steps for teachers or what remains to be learned for students
- After instruction (summative) for grading. The values on the scale are not to be confused with grades—a value of 3 doesn't mean that the student understands 75% of the content.

Examples:

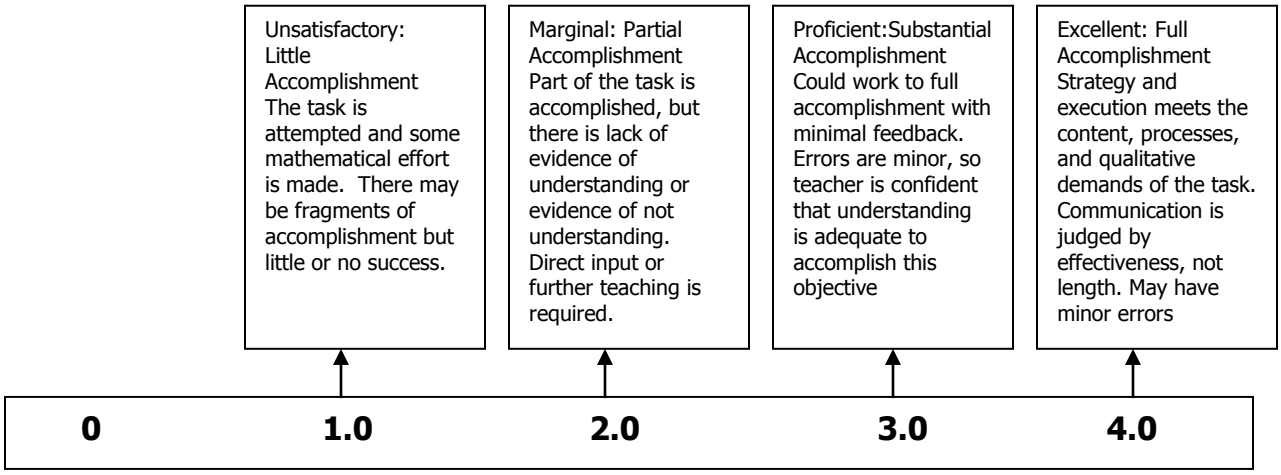
Student version of the scoring scale



English Language Arts 20: Writing for fluency and confidence



from <u>Student Centered Mathematics</u> (John Van de Walle)



Some additional points to remember from the work of Robert Marzano:

- Use professional judgement. If the results of your formative use of assessment is discrepant from the students' summative results, something is wrong. Find out.
- You can't rely on "off the shelf" formative assessments.
- You can't rely on the 100 point scale.
- You can never rely on a single assessment.
- Even the best classroom assessments have a reliability of 0.45. That translates into a margin of error 12%.
- There is a wide variety in marking decisions made by teachers. Teachers must collaborate to create uniformity, consistency and a systemic response to how marking and grading are done.

Converting Rubric Scores into Grades

(based on Stiggins, Arter, Chappuis & Chappuis, 2006)

Four important things to consider:

- Don't convert rubric scores into grades unless the objective of the assignment is to assess for the purpose of summative evaluation.
- Create a pre-determined decision rule that makes the conversion.
- If you are using rubric scores collected over time, remember to replace out-of-date evidence with the most recent evidence on the same outcome.
- When determining a final percentage grade from a combination of rubric scores and raw assessment scores, use a decision rule to convert all of the assessments to the same scale before combining the weighted values.

Here is a **sample** decision rule for converting ratings to percentage grades:

If the student's profile of ratings on a 0→4 scale is:	The grade is:
At least half the ratings are 4s and the rest are 3s.	90-100% (midpoint 95%)
¾ of the ratings are 3s or 4s and the rest are no lower than 2	80-89% (midpoint 85%)
At least 40% of the ratings are 3s or 4s and the other 60% are no lower than 2	70-79% (midpoint 75%)
At least half the ratings are 2 or above	60-69% (midpoint 65%)
More than half the ratings are 2 or below	50-59% (midpoint 55%)

Note: midpoints are useful when combining rubric scores and other numerical scores to determine a final grade.

Creating Assessment Items based on the 4-Point Rubric

(*Classroom Assessment and Grading the Work, Marzano, 2006)*

In order for the 4-point rubric to be effective, assessments must contain items of three different types:

Type I: (Beginning, Limited, Level 2.0) These items address the details and processes and are usually quite easy for students.

Type II: (Meeting, Proficiency Level 3.0) Complex issues and process are addressed. These items are more difficult for students.

Type III: (Exceeding, Excellent, Level 4.0) Items that go beyond what was taught in class.

When scoring based on the 4-Point Rubric, teachers look for a pattern of responses, not just right and wrong answers. Marzano summarized the use of patterns as follows:

(Each column represents a pattern of student responses)

Type I	√	√	√	Partial understanding with help	No understanding even with help
Type II	√	√	0	Partial understanding with help	No understanding even with help
Type III	√	0	0	0	No understanding even with help
Score	4.0	3.0	2.0	1.0	0.0

When using the half point scale between the whole numbers, students would be scored at half points if they demonstrated partial ability at the next higher level. This would imply success at some, but not all, assessment items at the next higher level.

There are several reasons why students might have an irregular pattern of responses. That is for example, if students answer all of the type II items correctly but not all of the type I answers. This might happen if: the test items were flawed, students' effort into all answers is not consistent or that teachers' evaluations of the responses are inaccurate.

The 4-Point Rubric and Unwrapped Outcomes

(based on Robyn R. Jackson: *Never Work Harder Than Your Students*)

It's important that before you set about creating a rubric, common understanding must be made around the criteria for proficiency. This entails a discussion of how students would show their learning first at the proficient level (3.0) and then at the adequate and expert levels. You could use a table such as this to list criteria. Make sure that all of the essential indicators are addressed.

Essential Indicators	Adequate Level (2)	Proficient Level (3)	Expert Level (4)

The next step would be to use your common criteria of proficiency to determine one of the following:

- Determine performance assessments that students would be able to take part in to reach the level of proficiency. The criteria could then be translated into rubric descriptors.
- Determine a bank of assessment items (from scratch, provincial assessments, text materials or other assessments) that are levelled. See the next section on assessment items. CAUTION: Outcomes can't be assessed by just using pencil and paper tests. Use a variety of assessment options.

Helpful hints:

- Design the summative assessment first and then the formative assessments needed to build the skill and knowledge required for mastery.
- Check your criteria by considering the Bloom's levels: are students being asked to reach the levels of learning that are required for mastery?
- Check your criteria by determining how your statements will allow you to provide feedback to your students.
- Good rubrics always include practical strategies for students to help them get to the next level.