DEVELOPMENTAL SCALES
FOR ELEMENTS

From the Marzano Compendium of Instructional Strategies
(marzanoresearch.com/compendium)
## Developmental Scales for Elements

### Teacher Scale for Element 1: Providing Scales and Rubrics

<table>
<thead>
<tr>
<th>4 Innovating</th>
<th>3 Applying</th>
<th>2 Developing</th>
<th>1 Beginning</th>
<th>0 Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>I adapt behaviors and create new strategies for unique student needs and situations.</td>
<td>I provide scales and rubrics, and I monitor the extent to which my actions affect students' performance.</td>
<td>I provide scales and rubrics, but I do not monitor the effect on students.</td>
<td>I use the strategies and behaviors associated with this element incorrectly or with parts missing.</td>
<td>I am unaware of strategies and behaviors associated with this element.</td>
</tr>
</tbody>
</table>

### Teacher Scale for Element 2: Tracking Student Progress

<table>
<thead>
<tr>
<th>4 Innovating</th>
<th>3 Applying</th>
<th>2 Developing</th>
<th>1 Beginning</th>
<th>0 Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>I adapt behaviors and create new strategies for unique student needs and situations.</td>
<td>I track student progress, and I monitor the extent to which my actions affect student learning.</td>
<td>I track student progress, but I do not monitor the effect on student learning.</td>
<td>I use the strategies and behaviors associated with this element incorrectly or with parts missing.</td>
<td>I am unaware of strategies and behaviors associated with this element.</td>
</tr>
</tbody>
</table>

### Teacher Scale for Element 3: Celebrating Success

<table>
<thead>
<tr>
<th>4 Innovating</th>
<th>3 Applying</th>
<th>2 Developing</th>
<th>1 Beginning</th>
<th>0 Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>I adapt behaviors and create new strategies for unique student needs and situations.</td>
<td>I celebrate success, and I monitor the extent to which my actions affect students.</td>
<td>I celebrate success, but I do not monitor the effect on students.</td>
<td>I use the strategies and behaviors associated with this element incorrectly or with parts missing.</td>
<td>I am unaware of strategies and behaviors associated with this element.</td>
</tr>
</tbody>
</table>
### Teacher Scale for Element 4: Using Informal Assessment of the Whole Class

<table>
<thead>
<tr>
<th>4 Innovating</th>
<th>3 Applying</th>
<th>2 Developing</th>
<th>1 Beginning</th>
<th>0 Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>I adapt behaviors and create new strategies for unique student needs and situations.</td>
<td>I use informal assessments of the whole class to determine students’ proficiency with specific content, and I monitor the extent to which students respond to assessment-guided feedback and instruction.</td>
<td>I use informal assessments of the whole class to determine students’ proficiency with specific content, but I do not monitor the effect on students.</td>
<td>I use the strategies and behaviors associated with this element incorrectly or with parts missing.</td>
<td>I am unaware of strategies and behaviors associated with this element.</td>
</tr>
</tbody>
</table>

### Teacher Scale for Element 5: Using Formal Assessments of Individual Students

<table>
<thead>
<tr>
<th>4 Innovating</th>
<th>3 Applying</th>
<th>2 Developing</th>
<th>1 Beginning</th>
<th>0 Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>I adapt behaviors and create new strategies for unique student needs and situations.</td>
<td>I use formal assessments of individual students to determine students’ proficiency with specific content, and I monitor the extent to which students respond to assessment-guided feedback and instruction.</td>
<td>I use formal assessments of individual students to determine students’ proficiency with specific content, but I do not monitor the effect on students.</td>
<td>I use the strategies and behaviors associated with this element incorrectly or with parts missing.</td>
<td>I am unaware of strategies and behaviors associated with this element.</td>
</tr>
</tbody>
</table>
### Teacher Scale for Element 6: Chunking Content

<table>
<thead>
<tr>
<th>4 Innovating</th>
<th>3 Applying</th>
<th>2 Developing</th>
<th>1 Beginning</th>
<th>0 Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>I adapt behaviors and create new strategies for unique student needs and situations.</td>
<td>I chunk content, and I monitor the extent to which my actions affect students.</td>
<td>I chunk content, but I do not monitor the effect on students.</td>
<td>I use the strategies and behaviors associated with this element incorrectly or with parts missing.</td>
<td>I am unaware of strategies and behaviors associated with this element.</td>
</tr>
</tbody>
</table>

### Teacher Scale for Element 7: Processing Content

<table>
<thead>
<tr>
<th>4 Innovating</th>
<th>3 Applying</th>
<th>2 Developing</th>
<th>1 Beginning</th>
<th>0 Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>I adapt behaviors and create new strategies for unique student needs and situations.</td>
<td>I engage students in processing content, and I monitor the extent to which my actions affect students.</td>
<td>I engage students in processing content, but I do not monitor the effect on students.</td>
<td>I use the strategies and behaviors associated with this element incorrectly or with parts missing.</td>
<td>I am unaware of strategies and behaviors associated with this element.</td>
</tr>
</tbody>
</table>

### Teacher Scale for Element 8: Recording and Representing Content

<table>
<thead>
<tr>
<th>4 Innovating</th>
<th>3 Applying</th>
<th>2 Developing</th>
<th>1 Beginning</th>
<th>0 Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>I adapt behaviors and create new strategies for unique student needs and situations.</td>
<td>I have students record and represent content, and I monitor the extent to which my actions affect students’ performance.</td>
<td>I have students record and represent content, but I do not monitor the effect on students.</td>
<td>I use the strategies and behaviors associated with this element incorrectly or with parts missing.</td>
<td>I am unaware of strategies and behaviors associated with this element.</td>
</tr>
</tbody>
</table>