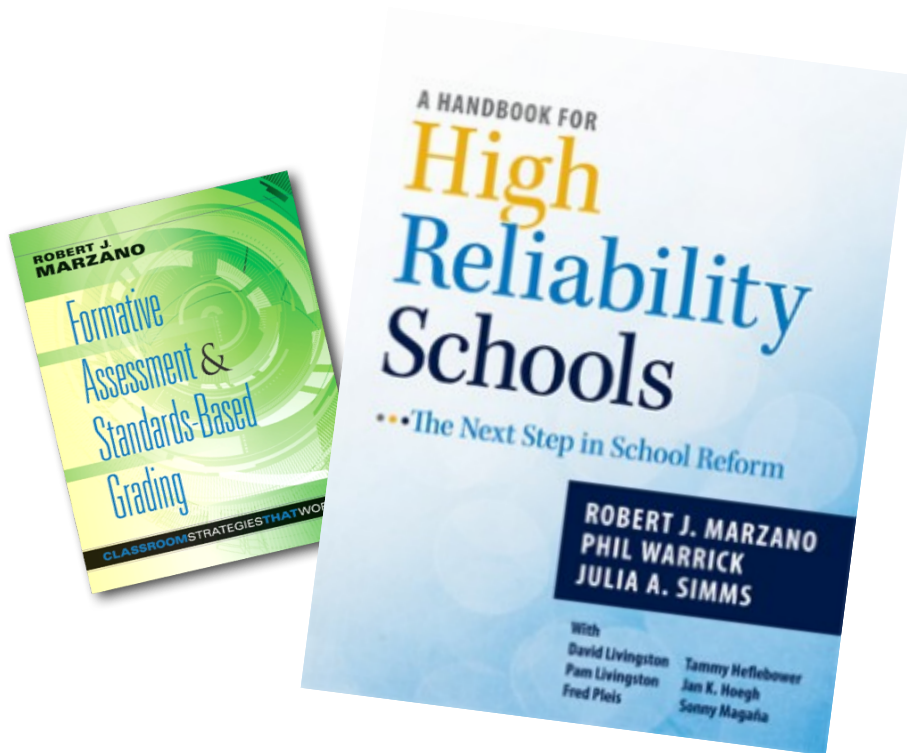


CONTINUING THE JOURNEY TO BECOMING A HIGHLY RELIABLE SCHOOL



Kristin Poage

Marzano Research Laboratory

klpoage@gmail.com

@KristinPoage



Our Padlet for the Day:



www.padlet.com/klpoage/Montrose

A guaranteed and viable curriculum is the number one factor impacting student achievement.

(Marzano - *What Works in Schools*. 2003)

A Guaranteed and viable curriculum

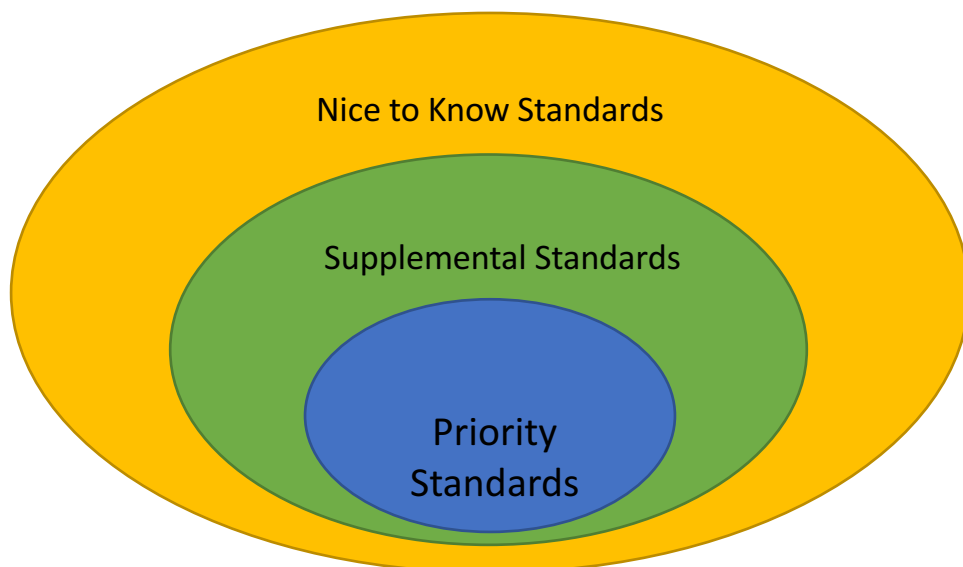
(1) The school curriculum and accompanying assessments adhere to state and district standards.

(2) The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

(3) All students have the opportunity to learn the critical content of the curriculum.

(4) Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

(5) Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.



Priority Standards

def.i.ni.tion n. 1.
The teacher gave de
of the new words.
of an image (pict
© Can Stock Photo - csp12786814

Prioritized standards are learning goals that have been identified as most essential to a particular grade level, content area, or course.

5 Ways to Determine a Priority Standard:

1. **Endurance:** Knowledge and skills beyond a single test date
2. **Leverage:** Valuable beyond a single discipline
3. **Readiness:** Provide skills for the next level of learning
4. **Teacher Judgement:** Do you believe (as the content expert) that these skills are essential for students to know and be able to do?
5. **Assessment Connected:** Will this be used on an assessment that determines instructional decision-making?

NOTES:



UNIDIMENSIONALITY:

Each element expresses only one element of knowledge or skill

Critical Concepts

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Present claims and findings.

Emphasize salient points in a focused, coherent manner with relevant evidence.

Emphasize salient points in a focused, coherent manner with sound valid reasoning.

Emphasize salient points in a focused, coherent manner with well-chosen details.

Use appropriate eye contact.

Use adequate volume.

Use clear pronunciation.

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Critical Concepts

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Introduce claim(s).

Acknowledge and distinguish a claim from alternate or opposing claims.

Organize reasons and evidence logically.

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MARZANO Research

Critical Concepts

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly.

Cite the textual evidence that most strongly supports inferences drawn from the text.

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MARZANO Research

Critical Concepts

Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Support claims with logical reasoning.

Support claims with relevant evidence.

Support claims using accurate, credible sources.

Demonstrate an understanding of the topic or text.

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Notes:



Priority Standard Boggle: Can you come to a common agreement?

Standard	Endurance?	Leverage?	Readiness?	Teacher Judgement?	Assessment Connected?

Teachers ask many questions. Most teacher questions are at the lowest cognitive level—known as fact, recall, or knowledge.

Not all students are accountable to respond to all questions. Teachers frequently call on volunteers, and these volunteers constitute a select group of students.

**–What are you currently doing in your classroom that addresses each statement?
–What additional strategies might you use?**

Teachers typically wait less than one second after asking a question before calling on a student to answer. Teachers wait even less time before speaking after the student has answered.

Teachers often accept incorrect answers without probing; they frequently answer their own questions.

Close Reading Strategies:

**from Doug Lemov*

No Opt Out:	<i>Notes:</i>
Right is Right:	<i>Notes:</i>
Wait Time:	<i>Notes:</i>
Everybody Writes:	<i>Notes:</i>

No Opt Out

- ✧ “One consistency among champion teachers is their vigilance in maintaining the expectation that it’s not okay not to try.”
- ✧ Key Idea- NO OPT OUT- a sequence that begins with a student unable to answer a question that ends with the student clearly knowing the answer to the question.
- ✧ No more, “I don’t know” to avoid answering.

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A Right is Right Format

Hold out for all the way- Express positively what the student has done and set your expectation that the student will now “march the last few yards.”

Phrases that help:

- “I like what you’ve done. Can you get us the rest of the way?”
- “We’re almost there. Can you find the last piece?”
- “I like most of that...”
- “Can you develop that further?”

OR... repeat students’ response back and place emphasis on missing parts. Example, “You just said that a noun is a person, place or thing, but freedom is a noun and it’s not exactly any of those three.”

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Everybody Writes (or Draws!)

- Set your students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.
- It allows for more effective responses.
- Gives students time to prepare answers for discussion.
- Allows every student the chance to be part of the conversation, even if not called upon.
- Processing thoughts in writing refines them, a process that challenges students intellectually, engages them, and improves the quality of their ideas and their writing.

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Ways to Incorporate Wait Time:

- ✧ “I’m waiting for more hands.”
- ✧ “I’d like to see at least 15 hands before we hear an answer.”
- ✧ “I’m looking for someone who’s pointing to the place in the article where you can find the answer.”

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Every Child responds every time!

- “Smile if you’re ready.”
- “Nod if you’re on page 16.”
- “Hold your pen up and wiggle it if you had a great lunch.”
- “If you agree with me on this, raise one pinky.”
- “If this concept makes sense to you, give me a thumbs up.”
- “If you’re finished, turn your paper over.”
- “Hold up the handout if you have received one.”
- “Those of you who have a question, please come to the board and write it down.”

Richard Howell Allen, *Impact Teaching*, 2002

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Unobtrusive Assessment

Quick Checks for Understanding

3-2-1 Strategy	Students complete a 3-2-1 sheet before exiting the room. 3 things I've learned, 2 connections I made, 1 thing I still wonder or a question I still have.
3 Minute Pause	The 3-minute pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. ○ I changed my attitude about... ○ I became more aware of... ○ I was surprised by... ○ I felt... ○ I related to... ○ I empathized with...by...
ABC Summaries	Each student in class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
All Writes	Pose a question to a group or class of students and pause for 30-60 seconds. Ask students to write an answer to the question. Students may use scrap paper; wipe off boards, or thinking cards. Students can share responses with each other or as a whole group by showing responses.
Analogy Prompt	Present students with an analogy prompt: (A certain concept, principle, or process) is like _____ because _____.
Ballot Box Voting	Students are given a sheet of paper on which they answer (vote) their question(s). They then place their responses in the "ballot box" on the way out the door. Variation: Students have small "ballot box" square on their desk and when a question is asked, they place a response (either from a selection of possible answers (i.e., A, B, C, D) into the ballot box as their "vote".
Check by Chimes	Use a recording (recorded chimes or beeps) at random intervals during a lesson. Have students respond to a question/prompt and record their answer. Collect the responses at the end of the lesson.
Chips In	Students are given a pre-determined number of chips. When a student wants to participate, he/she puts in a chip (in a container/on table). When the student is out of chips, he/she is out of turns (unless the teacher gives a chip back). The strategy is meant to encourage equal participation among learners.
Choral Response	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
Clothesline Sequencing (Tilton, Inclusion, pg. 126)	For review that involves students understanding sequence, this activity can work great. String a clothesline in the classroom and have events written on laminated papers. Students "string" the events in chronological order. This activity can also be used while reading an in-class novel. As important events occur, students write them down and clip them on the clothesline. By the time they finish the book, all major events are listed in order!
Cognitive Self-Management	At the end of a lesson, students respond to the following questions in a daily journal log: -Was this a productive lesson for me? -What did I learn? -What did I do to help myself learn? -What interfered with my learning?

	-What will I do differently next time to help me learn better?
Cue Card Review	Students are given a 3x5 card with check for knowledge questions. They may respond to questions individually or as a group.
Debriefing	This form of reflection is intended to be used immediately following an activity.
Dueling Charts	1. Select a topic students have been studying (i.e., The Constitution) 2. Write the topic across two charts. 3. Divide students into two teams. 4. Each team lines up behind a chart. 5. On signal, a student from each team goes to the chart and writes a phrase pertaining to the topic. The phrase must start with the 1st letter of the word (i.e., "C" (for constitution --- Chosen representatives or Citizen's rights are outlined). Then, the next letter is "o" and then "n," etc. 6. After the first student finishes, the next student comes to the chart, etc. 7. When both teams are done the charts are compared and shared.
Evidence Bag	Students are given small evidence bag graphics. Their ticket out the door is to list at least two important ideas they have learned from the lesson and specific EVIDENCE regarding this learning.
Exit Card	Exit cards are written responses to questions posed at the end of a class or learning activity or at the end of a day.
Find Someone Who (Kagan)	Students circulate to find others who can contribute to answers on their worksheet. They give answers and receive answers for purposes of review and showing gaps in their learning.
Gallery Walk	Students rotate around the room stopping at posted posed questions, or pieces of learning, quotes, concepts, etc. As they stop at each center, students have discussions with each other, write responses on poster board or sticky notes or they pose questions that they have as a result of viewing the gallery walk material.
Get The Picture	Students quickly draw pictures that show what they know. They then explain their drawings to a partner.
Give One, Get One	Students write their name on a piece of paper and list 3-5 ideas about the assigned topic. Students then interact with their classmates one at a time. Students exchange learning from each other and add to their list. Students can ask questions about new or confusing ideas.
Give Yourself Five	At random intervals have students give themselves a predetermined number of points if they are engaged in the learning and can list important learning. Students can even record learning on a blank 5-finger graphic of their own hand. Students can share responses with a seat partner or whole group.
Graphic Organizers	Have students complete graphic organizers to show that they understand the material taught in class
Hand Signals	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: I understand _____ and can explain it (i.e., thumbs up). I do not yet understand _____ (i.e., thumbs down). I'm not completely sure about _____ (i.e. wave hand).
I Have, Who Has (Kagan)	Review questions and responses are handed out to students. The #1 card begins the review by reading their question (i.e., Who has the definition of literal language?). Then, the student who has the answer to this question responds, (i.e., I have what are words that mean exactly what you say?) and then reads the question also contained on their card (i.e., Who has the definition for figurative language?) and the review continues until all cards are used.
Idea Spinner	The teacher creates a spinner marked with four quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the

	spinner and asks students to answer a question based on the location of the spinner.
<i>Index Card Summaries and Questions</i>	Distribute index cards and ask students to write on both sides with these instructions: (Side 1) Based on our study of (unit/topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit/topic) that you do not yet fully understand and word it as a statement or question.
<i>Inside/Outside Circle (Kagan)</i>	Students in concentric circles rotate to face a partner to answer the teacher's questions or those of a partner (via cue cards).
<i>Instruct, Insight, Internalize</i>	Teacher provides instruction to the students for 5-7 minutes, then says: Take a minute to think and record the key ideas or points you've heard so far or any question you have. Teacher then continues instruction to the next stopping point and repeats the above directions. When instruction is complete, students pair up and share their insights, key ideas, questions, and summaries of what they heard.
<i>Jigsaw</i>	Students read different passages from the same text or selection. After reading the passage, they take on the role of an expert for their specified piece of text. The "experts" then share the information from their reading with a specific rotating group or the entire class.
<i>Journal Entries (Double Journal Entries)</i>	Students may respond to check for knowledge questions in their journals before exiting the classroom. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
<i>K-W-L</i>	Use a K-W-L chart as a preview activity. Prior to instruction, students complete the "K" and "W" columns. When instruction is complete, students complete the "L" column. Collect the organizers and checking for understanding.
<i>Misconception Check</i>	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and to explain why.
<i>MNEMONICS</i>	Create mnemonic devices to help students review materials (i.e., HOMES helps students remember the great lakes)
<i>Numbered Heads Together (Kagan)</i>	Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. The student with that number answers for the group.
<i>Observation</i>	Walk around the classroom and observe students as they work to check for learning. Use anecdotal comments to record student performance.
<i>One Minute Essay</i>	Give students one minute to respond to a prompt or question. Have students read their responses to a partner and then collect the responses at the end of the class period.
<i>One Sentence Summary</i>	Students are asked to write a summary sentence that captures an important idea related to the content covered.
<i>One Word Summary</i>	Select (or invent) one word that best summarizes a topic.
<i>Oral Questioning</i>	❖ How is _____ similar to/different from _____? ❖ What are the characteristics/parts of _____? ❖ In what other ways might we show/illustrate _____? ❖ What is the big idea, key concept, or moral in _____? ❖ How does _____ relate to _____? ❖ What ideas/details can you add to _____? ❖ Give an example of _____. ❖ What is wrong with _____? ❖ What might you infer from _____? ❖ What conclusions might be drawn from _____?

	❖ What questions are we trying to answer? ❖ What problem are we trying to solve? ❖ What might happen if ... ❖ What criteria would you use to judge/evaluate _____? ❖ What evidence supports _____? ❖ How might we prove/confirm _____? ❖ How might this be viewed from the perspective of _____? ❖ What approach/strategy could you use to _____?
Outcome Sentences	Use statement starters to elicit student responses at the end of the lesson: -Because of this lesson, I learned... -I was surprised... -I relearned... -I am feeling positive about... -I need clarification on...
Pairs Check (Kagan)	Students work in pairs, each answering a question (or working out a problem) and receiving praise and coaching from their partner. Students can be labeled A and B so they may rotate in sharing their responses.
Peer Review	One student observes another student's performance, compares and contrasts performance against teacher's criteria/guidelines, and then communicates results through verbal, non-verbal, or written feedback.
Portfolio Check	Check the progress of a student's portfolio (or writing folder). A portfolio is a purposeful collection of significant work, carefully selected, dated, and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
Quick Writes	Have students quickly write a response to activate background knowledge, clarify issues, facilitate making connections, and allow for reflection time. Students write for a short, specific amount of time, perhaps several minutes, about a designated topic or question.
Red Light Strategy	Students are given three laminated squares of paper (red, yellow, and green). As review takes place, students hold up red if they don't know the answer, yellow if they are unsure, and green if they are certain of the answers.
Reflection	Students engage in the thoughtful examination of the learning process in order to plan, monitor, assess, and improve their own performance and their own thinking/learning.
Roundtable (Kagan)	Students in teams take turns asking questions and recording their responses.
Snowball Fight	Students take pieces of papers containing questions and crumple them into a snowball shape. When the teacher says, "Snowball fight", students throw the "snowballs" and then pick up a new snowball (new question) somewhere in the room. Students respond to the question and then wait for the next snowball fight.
Soccer Ball Review (Tilton, 224)	A soccer ball is numbered on each of its octagonal sections. When tossed in the classroom, the student who catches it yells out the number that their right thumb lands on when they caught the ball. This is the # of the review question that is read to the student by the teacher (or another student). The student responds and then passes the ball to the next student who continues the review process.
Socratic Seminar	Students engage in a focused discussion in which they ask questions of each other on a selected topic; questions initiate the conversation, which continues with a series of responses and further questions. Students build the skill of formulating questions and addressing issues.

<i>Spectrum</i>	Use a spectrum when asking for student opinion on a topic or question. Place a line on the chalkboard or masking tape on the floor. Label one end strongly agree and the other end strongly disagree. Students line up according to their opinion and then support their opinion (other labels: most/least important, greatest/least effective).
<i>Sticky Note Review</i>	Students complete a “sticky note” response before they can exit the room. All sticky notes are displayed together in an area where the teacher can assess student learning.
<i>Student Conference</i>	The teacher has one-on-one conversations with students to check their level of understanding.
<i>Tally</i>	Use a class roster to help monitor who you call on and how often. You may also have students chart (at their desks) the number of times they respond. This encourages those students who are less apt to respond to self-monitor their behavior.
<i>The Envelope, Please</i>	When students enter the room they are handed a sealed envelope containing pertinent review questions for the end of the period. Before they can exit at the end of the period, they open the envelope and respond to the question contained within.
<i>Think-Pair-Share (Kagan)</i>	Students think individually about their response to a question, discuss answers in pairs, and then share their own or partner’s answer with the rest of the class.
<i>Thumbs Up or Thumbs Down</i>	Students respond to check for knowledge questions by responding with a “thumbs up” if they know the answer and a “thumbs down” if they do not know or are unsure.
<i>Ticket Out the Door</i>	Students respond to check for knowledge questions via a piece of paper that they hand to the teacher before exiting the room
<i>Timed Pair Share (Kagan)</i>	Students share with a partner for a predetermined amount of time and then the partner shares with them for the same amount of time.
<i>Tongue Depressor Responses</i>	Tongue depressors are marked “T” on one side and “F” on the other. Students use these to indicate responses to teacher-provided statements.
<i>Toss It (Tilton, 203)</i>	Students play “basketball” while addressing review questions. Divide the class into two teams. The teacher acts as moderator. Questions can be given different point values. If a team answers a response correctly they get to “toss it” (ball, paper, etc.) for points.
<i>Turn to Your Partner</i>	Teacher gives directions to students. Students formulate individual response, and then turn to a partner to share their answers. The teacher calls on several random pairs to share their answers with the class.
<i>Twelve Word Summary</i>	In twelve words or less, summarize the most important aspects of today’s lesson.
<i>Wipe Off Boards (Think, Hide, Show)</i>	Students respond to check for knowledge questions, hide their responses and then show them when asked.
<i>ZAP! (Tilton, 209)</i>	On each table is a container (lunch bag, coffee can, box, etc.) to hold what the group needs to review or reinforce. Craft sticks, tongue depressors, note cards, or strips of paper are used for the questions or terms to be defined—also a card with ZAP is included. Each player takes a turn by drawing one item and responding to it. If they can respond they keep the card and gain a point. If they cannot answer the question, it goes back into the bag. If a student draws a ZAP card, they lose all points and return their cards to the bag.

Who am I?

- On note cards, teacher writes names of people studied in class, vocabulary words, places or things from content.
- Student puts on top hat (or baseball cap) or sticky note, and chooses a card without looking at it. The other student tapes the card to the hat, or put the sticky note on his/her back.
- The student determines the name on the card by asking yes or no questions.

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Who am I?

- Let's play.
- In your group, pick one person to turn away from the screen.
- The name appears on screen.
- The "It" person asks yes or no questions until he or she answers correctly.

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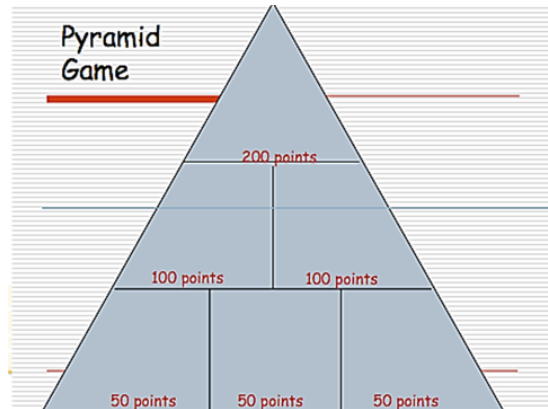
Talk a Mile a Minute

- Students are given a list of terms that have been organized into categories.
- Each team designates a talker.
- The talker tries to get the team to say each of the words by quickly describing them.
- The talker is allowed to say anything about the terms while talking but may not use any words in the category title or any rhyming words.
- The talker keeps talking until the team members identify all terms in the category.
- If members of the team are having difficulty with a particular term, the talker skips it and comes back to it later.

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Pyramid Game



Can You Identify?

- Each team needs a piece of paper (or notecard or sticky note).
- Number 1–7.
- Must identify all seven nonlinguistic representations.
- **One** member of the team will safely deliver the paper to the judge (must have all seven correct to win!).
- Empower students to be the judge!

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Friendly Controversy

Five strategies

- The class vote
- The debate model
- The town hall meeting
- The legal model
- Analyzing perspective
- **Conduct a folded or split line-up**

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Distinguishing Fact From Opinion Fishing for Facts

HO p.17

Setup

- Split the class into two teams
- Give each team two buckets (one for facts and one for opinions)
- Students line up behind their team's buckets
- On the other side of the room, create "ponds" of fact and opinion cards ("fish"). Each team has its own pond of fact and opinion "fish."



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Distinguishing Fact From Opinion Fishing for Facts

HO p.17

Play

The object of the game is to catch and sort all of the fish in your team's pond as quickly as possible. Whichever team does so the fastest is declared the winner of the round.



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Learning Vocabulary

Word: _____

1. Rank from 1-4 how well you know this word.

1	2	3	4
Not well			Expert

2. What do you BELIEVE this word means?

3. Watch/ Listen/ Read

4. Talk to the person next to you about what they believe the word now means. See if you can come to an agreement on the definition.

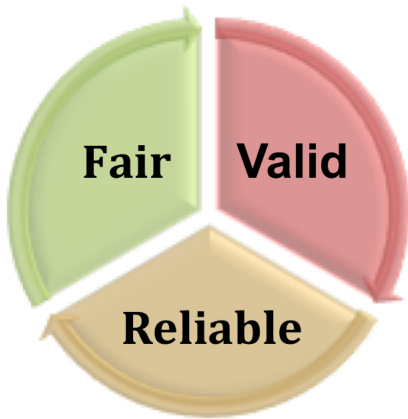
5. What is our new understanding of the meaning of the word? HIGHLIGHT THIS.

6. Draw a picture of what the word means to you.



7. Rank from 1-4 how well you feel you now know the new word.

1	2	3	4
Not well			Expert

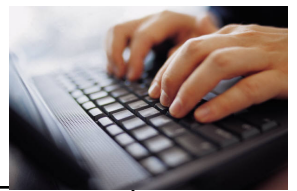


Quality Criteria for Classroom Assessments

1. ASSESSMENTS ARE VALID.

2. SCORING IS CONSISTENT OR *RELIABLE*.

3. ASSESSMENTS AND SURROUNDING PROCESSES ARE *FAIR*.



Keys to writing quality assessment items:

T/F	• Place only idea in the true-false statement • Make sure the statement is absolutely true • Avoid qualifiers such as always and never • Avoid opinion statements • Avoid using negatives in the statements • Remember, students have a 50/50 chance of getting these items correctly.
Matching	• Use homogenous content. • Place the item to be matched on the right with the longer response on the left. • Keep the matching set short (sets of 7ish.) • Use an uneven number of items to be matched or allow items to be used multiple times. • Order items in a logical order.
Multiple Choice	• Make the problem clear to the student in the item stem. • State the item in a positive whenever possible. • Ensure the item does not give away the correct answer. • Emphasize qualifiers like most likely and best within the item stem. • Make sure all options are plausible.
Fill in Blank	• Position the blank at the end of the statement. • Limit the number of blanks in a statement. • Keep blanks the same length.
Short Answer & Essay	• Make the question and the nature of the response clear. • Develop a scoring rubric for each item. • Provide adequate space for the response. • Avoid options within the question. • Develop a scoring rubric (scale) for each essay question. • Evaluate the same essay question consistently, then shuffle papers and begin the next essay item.

Gareis & Grant, *Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning*. Marzano, *Formative Asst. & Standards-based Grading*, 2009.

Writing Quality Assessment Items

Selected Response Items

- True/False
- Matching
- Multiple Choice

True/False

- Related to a single idea
- Absolutely true OR absolutely false
- Avoid using qualifiers, opinions, and negatives
- Use sparingly, as students have a 50-50 chance of guessing the correct answer

Matching

- Homogeneous in content
- Keep the matching set short
- Uneven number of items to be matched OR items may be used more than once
- Longer reading on the left, matching items on the right

Multiple-choice

- Problem clear in the item stem
- Stem stated in the positive when possible
- Emphasize qualifiers in the stem
- All answer choices plausible
- Answer choices parallel in grammar and length
- Avoid "all" or "none of the above"
- Answer choices in a logical order
- Avoid clues in answer choices
- One correct response possible

Constructed Response Items

- Fill-in-the-blank
- Short Answer
- Essay

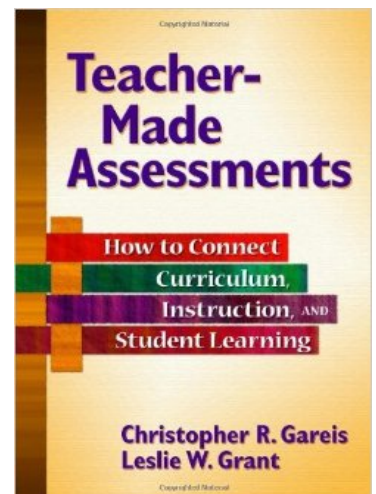
Fill-in-the blank

- Position the blank at the end of the sentence, if possible
- Limit the number of blanks in an item
- Blanks should be same length
- Be sure information prior to/surrounding the blank is adequate
- May use a word bank

Short Answer and Essay Items

- Make the nature of the response desired clear to the reader
- Develop and communicate scoring criteria for the question
- Provide adequate space for responses.

RESOURCE:



Reliability

3.00 - 4.00 = A = 95%
 2.50 - 2.99 = B = 85%
 2.00 - 2.49 = C = 75%
 1.50 - 1.99 = D = 65%
 Below 1.50 = F = 60%

Making Standards Useful, Marzano & Haystead

3.50 - 4.00 = Advanced
 2.50 - 3.49 = Proficient
 1.50 - 2.49 = Basic
 Below 1.50 = Below Basic

Conversion to %

4.0 = 100%
 3.5 = 95%
 3.0 = 90%
 2.5 = 80%
 2.0 = 70%
 1.5 = 65%
 1.0 = 60%
 Below 1.0 = 50%

Connect grades to learning.

Zeros?

- Zeros have a large effect when the mean is used to measure central tendency.
- The use shows lack of proportionality between 0 and the 60-to-70% passing score. Other grading ranges have smaller scales.
- Zeros often convey inaccurate information. Was work poor, or was it missing? Are you sure the student knows nothing? It typically doesn't work in creating student responsibility. It de-motivates most students.

Marzano, *Transforming Classroom Grading*, (2000)

O'Connor, *How to Grade for Learning*, (2002)

What instead?

- Use incomplete grade.
- Convert the zero to the failing cut, such as 50.
- If student doesn't obtain proficiency; he/she continues to work with the content and skills until they become proficient.
 - Moodle modules or www.khanacademy.org
 - Summer school and break revisions
 - Work On Work time

Mean	Median	Mode
100	100	100
80	100	100
90	100	100
80	90	90
100	80	90
100	80	80
0	0	0

—VerMass, ESU 6

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
2.5	3.0	3.0	3.5
2.5	3.0	3.0	3.5
3.0	3.0	3.0	4.0
1.5	2.5	2.5	3.0
2.5	3.0	3.0	3.0
2.0	2.5	2.5	3.5
	3.0	3.0	3.5
	2.5	2.5	3.5
	1.5	1.5	2.5
	3.0	3.0	3.0
	2.5	2.0	3.0
	2.5	2.5	3.5
	2.5	2.5	3.5
	3.0	3.0	3.0
	3.0	3.0	2.5
		2.5	3.0
		2.5	3.0
		3.0	3.0
		3.0	3.0

Involvement

Track learning & Reassessment

- Increased student engagement.
- Consider student-led conferencing about grades.

Reassessment Options:

- Student provides evidence for re-take option.
- Create policies for norms not exceptions.
- Have tech assist your process not drive poor practice.

4) ASSESSMENT

Name _____

Teacher _____

Compare two fractions with different numerators and different denominators using <, >, and =, and justify the comparison

Score 2.0 – Solve numbers 1-4. Write <, >, or = for each pair of fractions.

1. $\frac{!}{"} \text{ — } \frac{\#}{"}$

3. $\frac{'}{\%} \text{ — } \frac{''}{\%}$

2. $\frac{\$}{\%} \text{ — } \frac{\&}{\%}$

4. $\frac{!}{\$} \text{ — } \frac{\#}{\$}$

___/4

Score 3.0 – Solve numbers 5-8. Write <, >, or = for each pair of fractions. Justify your answer with work, pictures, or words.

5. $\frac{!}{"} \text{ — } \frac{''}{(}$

7. $\frac{(}{\$} \text{ — } \frac{\&}{\%}$

6. $\frac{'}{!} \text{ — } \frac{\#}{\&}$

8. $\frac{\#}{!} \text{ — } \frac{''}{\$}$

___/8

4.NF.2

8

Score 4.0 – Solve the story problem below. Justify your answer with work, pictures, or words.

10. Cindy feeds her cats Fluffy, Mittens, and Spots each day. Fluffy eats $2\frac{1}{2}$ cups of food each day. Mittens eats $2\frac{5}{6}$ cups of food each day. Spots eats $2\frac{1}{4}$ cups of food each day. Put the cats' names in order from least to greatest according to how much they eat each day.



 /2

4.NF.2

2

How do we ensure learning for ALL students?

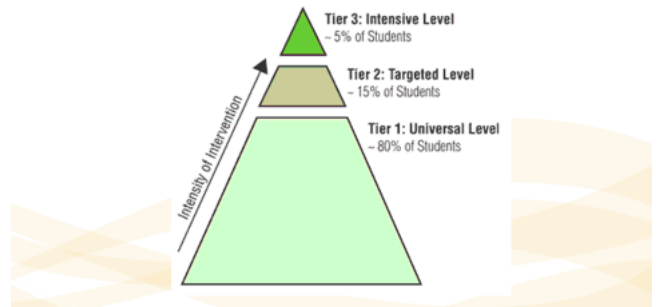
The Four Big Questions

- What do we want our students to learn?
- How will we know if they have learned?
- What happens if the student doesn't learn?
- What happens if the student already knows it?

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Response to Intervention (RTI)



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Intervention Tier 1: whole class

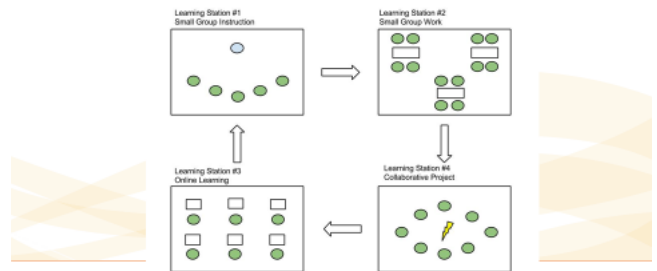
- State the objective and the goal for the day
- Use direct instruction
- Use non-linguistic representations
- Use grouping strategies (show your neighbor, turn-and-talk)
- Use similarities and differences
- Use graphic organizers
- Provide additional examples
- Use summary strategies (6-word summary, exit slips, etc.)
- Re-state the objective

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Station Teaching (blended lessons!)

The teacher provides stations around the room for different aspects of content, including review and remediation.

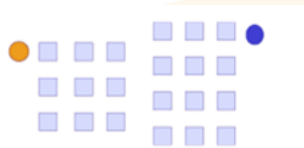


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Parallel Teaching

- Each teacher instructs half the students.
- The two teachers are addressing the same instructional material, using the same teaching strategies.
- The greatest benefit to this approach is the reduction of student to teacher ratio.



Parallel Teaching

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Supplemental Teaching

This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.



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Alternate Teaching

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the avenue for getting there is different.



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Intervention Tier 2: Small Group

- Intentional teaching strategies
- Smaller bites of information with modeling and guided practice
- Teaching and re-teaching
- Additional practice
- Should NOT be combined with other topics
- Can be through the content teacher, but not required
- Frequent Progress monitoring

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Classroom Intervention with Pre-Content Strategies Tier 3:

- Individualized or 1:1 instruction
- More time allotted to the intervention
- Trained teacher to help with cognitive delays
- Explicit and systematic approach to teaching

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If you give a student a **clear target** and **hold it still** for a **long enough time**, they will hit it.

-Rick and Becky DuFour

Targeted Instruction + Time = Learning

VARIABLE VARIABLE CONSTANT

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Notes:

Purposeful Grouping Strategies

Example of “Class Profile”

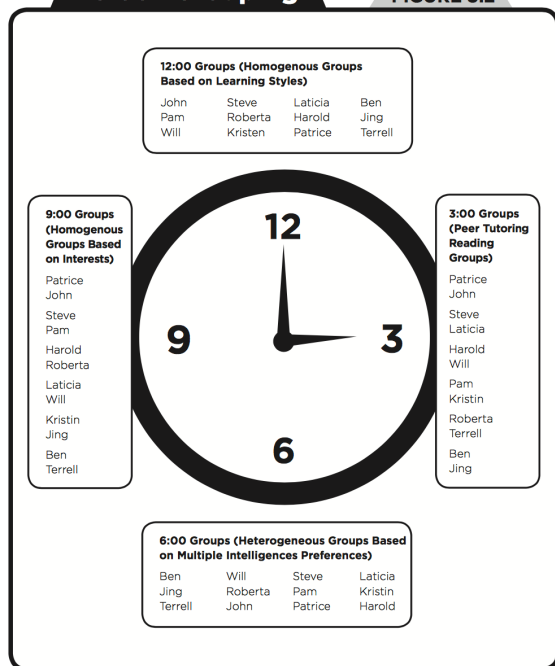
FIGURE 5.1

Class Profile

Student Name	Relative Academic Strengths	Relative Academic Needs	Accommodations and Modifications	Multiple Intelligence Preferences	Learning and Thinking Styles	Documented Disabilities	Special Interests
Davis, John	Reading comprehension	Spelling, Science	Reduced spelling lists	Verbal/Linguistic Logical/Mathematical	Visual, Global		Basketball, Computers
Ecker, Steve	Reading fluency	Math computation		Bodily/Kinesthetic Interpersonal	Auditory, Analytic	Cognitive impairment	Soccer
Franklin, Laticia	Math reasoning, Math computation	Reading fluency, comprehension	Taped reading materials	Bodily/Kinesthetic Naturalist Intrapersonal	Kinesthetic, Global		Swimming, Hiking
Johnson, Harold	Reading fluency, comprehension	Math reasoning, Math computation	Peer tutor, Extend math time	Bodily/Kinesthetic Musical/Rhythmic	Kinesthetic, Global		Scrapbooking
Klein, Pam	Spelling, Reading comprehension, Social studies	Basic math facts		Musical/Rhythmic Naturalist	Visual, Global		Animals, Soccer
Lozer, Patrice	Math computation	Reading comprehension	Spell checker	Visual/Spatial Intrapersonal	Kinesthetic, Global	Learning disability	Computers
Manas, Roberta	Reading comprehension	Math computation		Bodily/Kinesthetic Interpersonal	Auditory, Analytic		Sewing, Knitting
Rogers, Kristin	Basic math facts	Reading comprehension	Extended reading time	Logical/Mathematical Visual/Spatial	Auditory, Analytic		Computers
Sampson, Ben	Listening, Basic math facts	Reading comprehension	Behavior management plan	Bodily/Kinesthetic	Kinesthetic, Global		Football, Video games
Stein, Will	Reading fluency	Reading comprehension		Naturalist Visual/Spatial	Visual, Global		Hunting and fishing
Tao, Jing	Reading comprehension	Basic math facts		Verbal/Linguistic Interpersonal	Kinesthetic, Analytic		Writing, Computers
Wendell, Terrell	Math computation	Reading comprehension		Visual/Spatial Logical/Mathematical	Kinesthetic, Global		Skateboarding, Video games

Example of Clock Grouping

FIGURE 5.2



Example of Shuffling the Deck Grouping

FIGURE 5.3



Station Creation Plan:

Station 1:

Station 2:

Station 3:

Station 4:

Station 5:

Station 6:

The Case for Common Formative Assessments

By Rick and Becky DuFour and Robert Eaker

We received a question from a principal of a high-performing middle school who wrote: "Although we have made significant growth in many of the core components of a professional learning community we continue to struggle with the perception of teacher autonomy as a result of attempting to create common assessments. A number of teachers continue to believe that common assessments restricts their ability to differentiate instruction from their colleagues.... our staff still remains hesitant to fully engage in meaningful collaboration which would result in creating common assessments and sharing instructional practices.

We have offered our own arguments as to why assessments created by a team of teachers are superior to the formal assessments developed by a teacher working in isolation.

1. Team-developed common assessments are more efficient.

If five teachers teaching the same course or grade level are responsible for ensuring all students acquire the same knowledge and skills, it make sense those teachers would work together to determine the best methods to assess student learning. A team of teachers could divide responsibilities for creating a unit and developing assessments. Teachers working in isolation replicate and duplicate effort. They work hard, but they do not work smart.

2. Team-developed common assessments are more equitable.

The use of common assessments increases the likelihood that students will have access to the same curriculum, acquire the same essential knowledge and skills, take assessments of the same rigor, and have their work judged according to the same criteria. We have witnessed repeated examples of teachers who were *emphatic* about the need for consistency, equity, and fairness in terms of how they were dealt with as adults, being completely unconcerned about the inconsistency, inequity, and lack of fairness that characterized the assessment of student learning in their school. If every teacher has license to assess whatever and however he or she determines, according to criteria unique to and often known only by that teacher, schools will never be institutions that truly model a commitment to equity.

3. Team-developed common formative assessments are more effective in monitoring and improving student learning.

We have cited several researchers who have concluded that team-developed common formative assessments are one of the most powerful strategies available to educators for improving student achievement. We know of no research concluding the formal assessments created by individual teachers working in isolation advance student learning.

4. Team-developed common formative assessments can *inform and improve* the practice of both individual teachers and teams of teachers.

Teachers do not suffer from a lack of data. Virtually every time a teacher gives an assessment of any kind, the teacher is able to generate data – mean, mode, median, standard deviation, percentage failing, percentage passing, and so on. As Robert Waterman (1987) advised, however, data alone do not inform practice. Data cannot help educators identify the strengths and weaknesses of their strategies. Data inform only when they are presented in context, which almost always requires *a basis of comparison*.

Most educators can teach an entire career and not know if they teach a particular concept more or less effectively than the teacher next door because the assessments they generate for their isolated classrooms never provide them with a basis of comparison. Most educators can assess their students year after year, get consistently low results in a particular area, and not be certain if those results reflect his or her teaching strategies, a weakness in the curriculum, a failure on the part of teachers in earlier grades to ensure students develop a prerequisite skill, or any other cause. In short, most educators operate within the confines of data, which means they operate in the dark. But in a PLC, collaborative teams create a series of *common* assessments, and therefore every teacher receives ongoing feedback regarding the proficiency of his or her students, in achieving a standard the team has agreed is essential, on an assessment the team has agreed represents a valid way to assesses what members intend for all students to learn, *in comparison to other students attempting to achieve the same standard*. That basis of comparison transforms data into information.

Furthermore, as Richard Elmore (2006) wrote, “teachers have to feel that there is some compelling reason for them to practice differently, with the best direct evidence being that students learn better” (p. 38). When teachers are presented with clear evidence their students are not becoming proficient in skills they agreed were essential, as measured on an assessment they helped to create, and that similar students taught by their colleagues have demonstrated proficiency on the same assessment, they are open to exploring new practices. When the performance of their students consistently prevents their team from achieving its goals, they are typically willing to address the problem. In fact, we consider team-developed common formative assessments one of the most powerful motivators for stimulating teachers to consider changes in their practice.

5. Team-developed common formative assessments can build the capacity of the team to achieve at higher levels.

As William and Thompson (2007) found, the conversations surrounding the creation of common formative assessments are a powerful tool for professional development. When schools ensure every teacher has been engaged in a process to clarify what students are to learn and how their learning will be assessed, they promote the clarity essential to effective teaching. When teachers have access to each other’s ideas, methods, and materials they can expand their repertoire of skills. When a team discovers the current curriculum and their existing instructional strategies are ineffective in helping students acquire essential skills, its members are able to pursue the most powerful professional

development because it is specific, job-embedded and relevant to the context of their content, their strategies, their team, and their students.

6. Team-developed common formative assessments are essential to systematic interventions when students do not learn.

We argue that if educators were truly committed to high levels of learning for all students, they would not leave the question, “what happens when some students do learn” to chance. They would, instead, work together to create systems of intervention to ensure any student who struggles receives additional time and support for learning in a timely and directive way. Team-developed common formative assessments are a critical element of that system of intervention.

Not every assessment should be a common assessment. There is still a place for individual teachers to create their own formal assessments. Team-developed common assessments will never eliminate the need for individual teachers to monitor student learning each day through a wide variety of strategies that check for understanding. But if schools are ever to take full advantage of the power of assessment to impact student learning in a positive way, they must include common formative assessments in their arsenal. Professional learning communities will make team-developed common formative assessments a cornerstone of their work.

Notes

