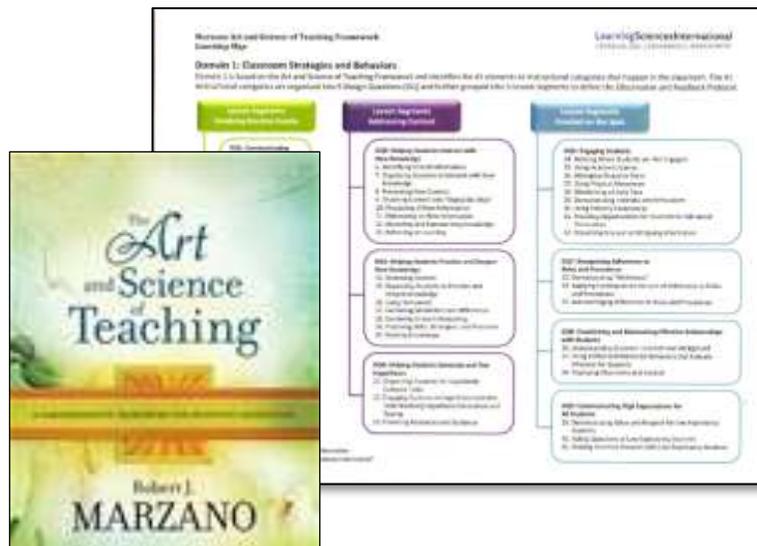# The Marzano Framework

Design Question 1

Elements 2 and 3:
Tracking Student Progress
&
Celebrating Success

*This packet is best used in conjunction with Marzano Framework (Mat), Glossary, and the corresponding Design Question 1, Elements 2 and 3 vodcast presentation.

The Department of Safe Schools
Single School Culture © for Academics
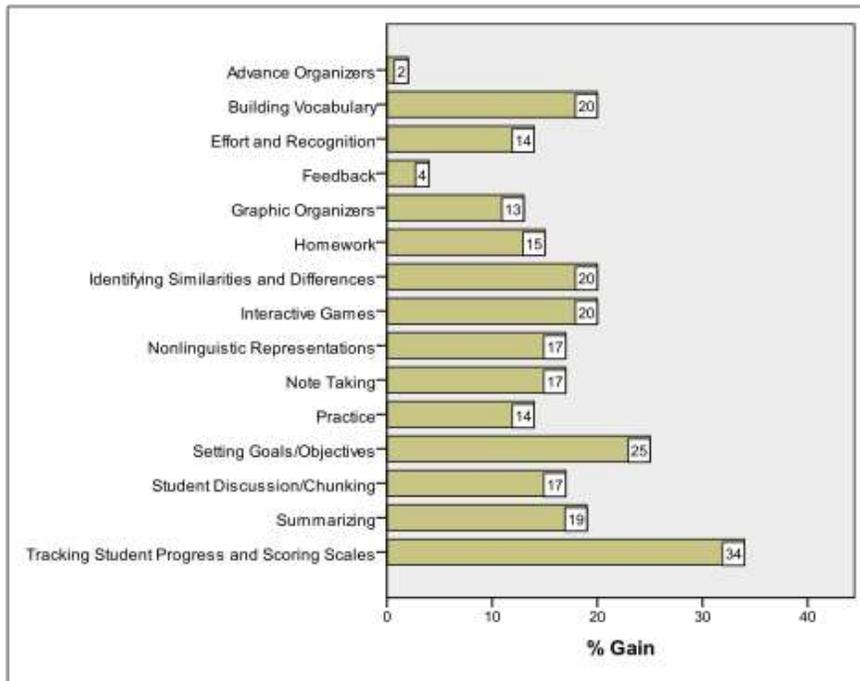The School District of Palm Beach County, Fl

Lesson Segments Involving Routine Events

DQ1: Communicate Learning Goals and Feedback
1. Providing Clear Learning Goals and Scales
2. Tracking Student Progress
3. Celebrating Student Success

Percentile Gain for Specific Instruction Strategies

Advance Organizers — 2
Building Vocabulary — 20
Effort and Recognition — 14
Feedback — 4
Graphic Organizers — 13
Homework — 15
Identifying Similarities and Differences — 20
Interactive Games — 20
Nonlinguistic Representations — 17
Note Taking — 17
Practice — 14
Setting Goals/Objectives — 25
Student Discussion/Chunking — 17
Summarizing — 19
Tracking Student Progress and Scoring Scales — 34

% Gain

(Haystead & Marzano, 2009)

High Probability vs. High Yield

"There are no **high-yield** instructional strategies; there are only **high-probability** strategies. The simple presence or absence of an instructional strategy does not define effectiveness, but it is rather the *teacher's expertise* in adapting that strategy to the classroom within the context of lesson segments that produces gains in student achievement."
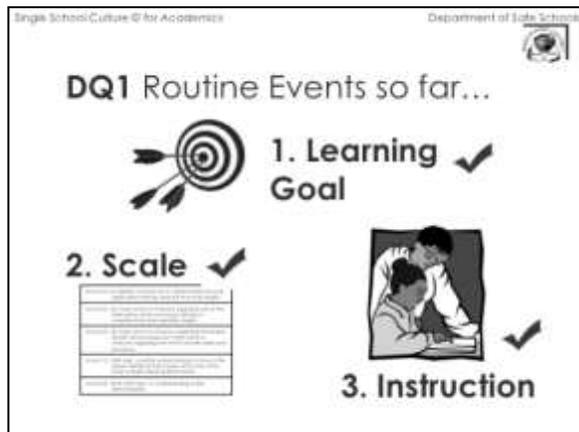
Formative Assessments

Formative assessments are administered while students are learning new information and skills.

Formative Approach to Assessments

Any assessments used by educators to evaluate student knowledge and understanding of particular content, and then **adjust and plan further learning experiences** accordingly to improve student achievement in that area.

Marzano (2007)

Using a Variety of Types of Assessments: Traditional

Traditional formative assessments will use a variety of types of items and tasks including:

- true-false items,
- multiple-choice items,
- fill-in-the-blank and
- short response.

Types of formative assessments already in place:

- Bellringers and "do nows"
- Exit tickets
- Individual white boards
- Clickers
- One sentence summary

- Observations
- Thumbs up/Thumbs down
- Core K12
- District Diagnostic Assessments

Using a Variety of Types of Assessments: Non-traditional

Three non-traditional formative assessment techniques to consider include:
- probing discussion,
- unobtrusive observation,
- student-generated tasks.

Descriptions of non-traditional assessment techniques:

Probing Discussion

The probing discussion involves the teacher talking with a student one-on-one and asking the student to explain something or demonstrate something. The advantage to this approach is that the teacher can obtain very specific information about a particular student's knowledge. The teacher can probe deeply and determine the depth of the student's knowledge by asking clarification questions. The teacher could also guide the inquiry to cover all aspects of the topic.

Unobtrusive Observation

Unobtrusive observation means that the teacher observes a student demonstrating a particular type of knowledge without necessarily interacting with the student. For example, a teacher has a learning goal that deals with solving a particular type of mathematics problem. The teacher might observe a student working on a problem of this type and notice that his methodology and answer are both correct. This information informs the teacher of where the student falls on the scale associated with the learning goal. If either the methodology or answer is incorrect, this informs the teacher of where the student is on the scale and also how to adjust instruction.

Student-Generated Tasks

A powerful assessment alternative is to have students generate their own tasks to demonstrate competence for specific values of the scale. To use this approach, a teacher would typically begin by designing and administering an assessment on a specific learning goal. Each student would have a score on this initial assessment. For example, one student might have a score of 2.0, indicating knowledge of the basic content, and another might have a score of 3.0, indicating knowledge of the basic content and the more complex content that is explicitly taught.

Next, the teacher would ask students to identify or design tasks that would warrant their moving up to the next score value. The student with a score of 2.0 might propose that she will write a brief explanation of the Score 3.0content to move to that level. The student with a score of 3.0 might propose that he give a brief oral presentation involving the Score 4.0 content to justify moving to that level. The point here is that students take the responsibility for providing evidence that they should move to the next level of the scale.

Formative Assessment Design

Dr. Marzano recommends two different designs for developing formative assessment that align with learning goals.

Individual Score Level Assessments	Multiple Score Level Assessments
• Individual assessment(s) is/are given for each level of the scale (2.0, 3.0, 4.0). • Results determine performance at a certain level.	• Each assessment includes items or tasks that apply to levels 2.0, 3.0 and 4.0. • Results determine performance on the overall goal (teacher needs to determine appropriate level).

The **Heart of Formative Assessment** is examining the gradual increase in knowledge for specific learning goals throughout a unit.   Marzano 2007

Administrators' "Look Fors" for Tracking Student Progress	
• Teacher helps students track their individual progress on the learning goal. • Teacher uses both formal and informal means to assign scores to students on the scale. • Teacher charts progress of entire class.	• Students can describe their status on the scale relative to the learning goal. • Students can update their status on the learning goal.

Celebrating Student Success involves recognizing and acknowledging student knowledge gains.

Administrators' "Look Fors" for Celebrating Success	
• Teacher acknowledges students who have achieved and/or made gains on the learning goal. • Teacher acknowledges and celebrates the final status and progress of the entire class. • Teacher uses a variety of ways to celebrate success.	• Students show signs of pride regarding their accomplishments in the class. • When asked, students say that they want to continue to make progress.

Celebrating Student Success

The brain loves celebrations. When a teacher affirms a student's correct answer or when students celebrate the accomplishments of a peer, a cooperative group, or the class as a whole, confidence increases and the classroom becomes a place where behavior problems are diminished and learning accelerated.

Here are some suggestions for celebrating student success:
- High Five: The high five has always symbolized agreement or acceptance.

- Thumbs Up: Give students a thumbs up to indicate agreement or acknowledgment of a job well done.

- Handshake: Shake the hand of a student when that student shows growth.

- Pat on the Back

- Round of Applause

- Silent Cheer

Celebrating Final Status and Knowledge Gain

A unit of instruction should not end without celebrating student success. One way is to recognize and celebrate each student's final score on a scale for each learning goal. Another approach is to recognize knowledge gain for each student.

One of the most powerful aspects of recognizing and celebrating knowledge gain is that virtually every student will have something to celebrate.