Marzano Protocol: Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence
- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence
- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: (choose one)
- Innovating
- Applying
- Developing
- Beginning
- Not Using
- Not Applicable

<table>
<thead>
<tr>
<th>Scale</th>
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<tr>
<td>Providing clear learning goals and scales (rubrics)</td>
<td>Adapts and creates new strategies for unique student needs and situations.</td>
<td>Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.</td>
<td>Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.</td>
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Reflection Questions

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<td>How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?</td>
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2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence
- Teacher helps student track their individual progress on the learning goal
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher charts the progress of the entire class on the learning goal

Student Evidence
- When asked, students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal

Scale Levels: (choose one)
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<td>Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.</td>
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3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

### Teacher Evidence
- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to 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
  - Show of hands
  - Certification of success
  - Parent notification
  - Round of applause

### Student Evidence
- Student show signs of pride regarding their accomplishments in the class
- When asked, students say they want to continue to make progress

### Scale Levels: (choose one)
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<td><strong>Student Questions:</strong></td>
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<td>• What learning goal did today’s lesson focus on?</td>
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<td>• How well are you doing on that learning goal?</td>
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<td>• Describe the different levels you can be at on the learning goal.</td>
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4. Establishing Classroom Routines

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

**Teacher Evidence**
- Teacher involves students in designing classroom routines
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used

**Student Evidence**
- Students follow clear routines during class
- When asked, students can describe established rules and procedures
- When asked, students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their own behavior

**Scale Levels:** *(choose one)*
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5. Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

**Teacher Evidence**
- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning:
  - Bulletin boards relate to current content
  - Students work is displayed

**Student Evidence**
- Students move easily about the classroom
- Students make use of materials and learning centers
- Students attend to examples of their work that are displayed
- Students attend to information on the bulletin boards
- Students can easily focus on instruction

**Scale Levels:**
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**Student Interviews**

**Student Questions:**
- What are the regular rules and procedures you are expected to follow in class?
- How well do you do at following the rules and procedures and why?