Marzano Protocol: Lesson Segment Involving Routine Events

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

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)

The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Example Teacher Evidence
- ☐☐ Teacher has a learning goal and/or target posted for student reference
- ☐☐ The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- ☐☐ Teacher makes reference to the learning goal or target throughout the lesson
- ☐☐ Teacher has a scale that builds a progression of knowledge from simple to complex
- ☐☐ Teacher relates classroom activities to the scale throughout the lesson
- ☐☐ Teacher has goals or targets at the appropriate level of rigor
- ☐☐ Performance scales include application of knowledge

Focus Statement
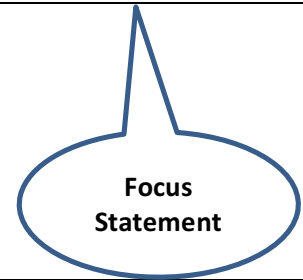
Example Student Evidence
- ☐☐ Students can explain the learning goal or target for the lesson
- ☐☐ Students can explain how their current activities relate to the learning goal or target
- ☐☐ Students can explain the levels of performance, from simple to complex, in the scale
- ☐☐ Student artifacts demonstrate students know the learning goal or target
- ☐☐ Student artifacts demonstrate students can identify a progression of knowledge

Students understand the learning goal and what the scale means.

Desired Effect

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Providing rigorous learning goals and performance scales (rubrics)	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides rigorous learning goals and performance scales or rubrics that describe levels of performance, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Provides rigorous learning goals and performance scales or rubrics and monitors for evidence of the extent to which the majority of students understand the learning goal and/or targets and levels of performance.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Providing rigorous learning goals and performance scales (rubrics)	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide a rigorous learning goal accompanied by a performance scale or rubric that describes levels of performance?	In addition to providing a rigorous learning goal accompanied by a performance scale or rubric that describes levels of performance, how can you monitor the extent to which the majority of students understand the learning goal and/or targets and the levels of performance?	How might you adapt and create new strategies for providing rigorous learning goals and/or targets and performance scales or rubrics that address unique student needs and situations for all students?	What are you learning about your students as you adapt and create new strategies?