

Glossary: Lesson Segment Involving Routine Events

Celebrating Success: The reinforcing of effort and providing of recognition for student accomplishments. Knowledge gains for each student should be recognized and celebrated.

Certification of Success: Tangible documentation of a student's successful completion of, or progress toward, a learning goal.

Classroom Meetings: Whole-class meetings facilitated by the teacher, with all students invited to participate. These meetings can be useful in the design and maintenance of rules and procedures. Their scheduled regularity is determined by the teacher. Classroom meetings can help shape the environment to produce a classroom that is respectful of individuals and accommodates the learning process.

Classroom routines: Procedures executed at the level of automaticity that minimize disruption and maximize instructional time.

Design Questions: Questions teachers ask themselves as they are designing learning experiences for their students.

Final Status Scores: The score representing achievement toward a learning goal that a student achieves when the unit of instruction is complete.

Formative approach to assessment: Any assessment used by educators to evaluate student knowledge and understanding of particular content, and then to adjust and plan further learning experiences accordingly to improve student achievement in that area. Formative assessments are administered while students are learning new information and skills. Frequency of these assessments is directly related to student academic achievement.

Knowledge gain: The currency of student success in a formative assessment system. Focusing on knowledge gain provides a legitimate way to recognize and celebrate student achievement.

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Learning Goals: A statement of what students will know or be able to do. Dr. Marzano suggests two formats, one for declarative knowledge or information (represented as: “Students will understand ...”), and one for procedural knowledge or strategies, skills, and processes (represented as: “Students will be able to ...”).

Lesson Segments: Parts of a lesson, each of which has important characteristics. Each segment contains different roles for teachers and students. Each segment has multiple goals, which can be successfully met by a variety of actions. The Marzano framework contains three general categories of lesson segments: lesson segments addressing content, lesson segments enacted on the spot, and lesson segments involving routine events. The ten design questions are organized under each segment.

Physical Layout to Focus on Learning: The creation of physical conditions that facilitate and support teaching and learning. Desk arrangement should provide access to any student within four steps from where the teacher spends most of his/her time. The arrangement should also allow for easy storage of and access to materials and a clear traffic pattern. The arrangement should also allow for flexibility in grouping students.

Scale (rubric): An attempt to create a continuum that articulates distinct levels of knowledge and skill relative to a specific topic. It can be thought of as an applied version of a learning progression. A well written scale should make it easy for teachers to design and score assessments that can be used to generate both formative and summative scores.

Student Status: Where a student is at a given point in time during the learning process, as articulated by their placement on a scale for that particular topic or skill. This progress can be tracked by teachers and/or students and posted publicly or privately.

Tracking Student Progress: One of the defining features of the process of formative assessment, this practice allows teachers to better approximate a student’s true score at the end of a particular interval of time.