



FAU EXCEED

Glossary of Terms

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1. Introduction

This glossary of terms was developed for Florida Atlantic University's College of Education students, faculty, and partner school districts for the purpose of clarifying and defining terms used in the Learning Sciences International/ Marzano Center *Essentials for Achieving Rigor* Series and other education terms being introduced in the FAU's elementary education teacher preparation program. This glossary is intended to be used in addition to the books series to increase understanding of the material and as a quick reference guide for unfamiliar terms.

2. Terms

A

Accountable Talk

Raising the level of academic discourse among students by requiring students to actively listen and provide evidence to support their statements.

Example of Accountable Talk Statements:

- “I disagree with ____ because _____”
- “I like what ____ said because _____”
- “This makes me think _____”

Artifacts/Student Evidence

Student demonstration of knowledge and understanding of learning goals and targets.

Example:

Scales and rubrics

References:

Moore, C., Garst, L., & Marzano, R. (2015). *Creating & using learning targets & performance scales: How teachers make better instructional decisions*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Assessment Cycle

A continuous model of student learning that addresses what students need to know, how teachers are going to teach it, how students are going to demonstrate knowledge and what teachers are going to do when students are not reaching mastery or expectations.

C

College and Career Readiness (CCR) Key content knowledge and skills necessary for high school students to begin a career or pursue higher education.

College and Career Readiness Anchor Standards Broad statements that incorporate individual standards for various grade levels and specific content areas. (Senn, D. et al., 2015, p.3)

Refer to Appendix C.1 for additional information

References:

Senn, D., Rutherford, A., & Marzano, R. (2015). *Identifying critical content: classroom techniques to help students know what is important*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Common Core State Standards Common Core State Standards is the official name of the standards developed by the Common Core State Standards Initiative (CCSSI), the goal of which is to prepare America's students for college and career readiness. (Senn, D. et al., 2015, p.2). Florida has opted to adopt the Florida Standards (a variation of the CCSS).

References:

Senn, D., Rutherford, A., & Marzano, R. (2015). *Identifying critical content: classroom techniques to help students know what is important*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Chunking in Digestible Bites

An instructional strategy that breaks down information into smaller units based on one's capacity for working memory.

References:

Sahadeo-Turner, T., & Marzano, R. (2015). *Processing New Information: classroom techniques to help students engage with content*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Cognitively Complex Tasks

Learning targets that contain the level of processing or cognitive complexity beyond the academic standard. These tasks are rigorous and require students to apply their learning. (Moore, C. et al., pp. 8, 13, 21-23, 27-29)

Examples:

Compare and contrast, investigate, research, hypothesize and test theory, experiment, problem solve, produce and support claims

References:

Moore, C., Garst, L., & Marzano, R. (2015). *Creating & using learning targets & performance scales: How teachers make better instructional decisions*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Collaborative Processing

A way of organizing students for learning, used to help students understand and retain information better by processing the information with peers. Benefits to students are:

- 1.) Learning with peers allows students to find more ways to understand new information
- 2.) Learn different processing techniques from peers
- 3.) Acquire new perspectives on the information
- 4.) Receive feedback from peers
- 5.) Have opportunities to try and rehearse new information while it is fresh in their minds

(Sahadeo-Turner, T., & Marzano, R., 2015, pp.13-15)

References:

Sahadeo-Turner, T., & Marzano, R. (2015). *Processing New Information: classroom techniques to help students engage with content*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Common Formative Assessments

Periodic/interim assessments designed by a team of teachers to collect and analyze some assessments data to compare student growth. Data may be instructional planning and delivering and for teacher development.

Cooperative Dyads

Cooperative group of two students

Example:

Think-Pair-Share

Cooperative Learning/Projects

A method of instruction that has students working together in groups, usually with the goal of completing a specific task. Typically assigned at the end of a learning progression to give students opportunity to apply knowledge.

Refer to Appendix C.2 for additional information

Creating Analogies

Analogies, a way of comparing the relationship between one pair of items to the relationship between a different pair, can not only teach and check vocabulary but they can also reinforce students' understanding of content.

The different types are 1.) Close format (___ is to ___ as ___ is to ___), 2.) Aristotelian format (___:___::___:___), 3.) Visual format ("A" is to "a" as "B" is to "b"), and 4.) Graphic organizer.

(Scoles West, C., & Marzano, R. 2015, pp.81-83)

Example: Figure 6.1 on p. 83

Refer to Appendix C.3 for additional information

References:

Scoles West, C., & Marzano, R. (2015). *Examining similarities & differences: classroom techniques to help students deepen their understanding*. West Palm Beach, Florida: Learning Sciences Marzano Center.

D

Declarative Knowledge

Factual knowledge that a person knows such as events during the Normandy invasion in World War II, characteristics of a cell, or the rules of baseball.

References:

Schmidt, A., & Marzano, R. (2015). *Revising knowledge: classroom techniques to help students examine their deeper understanding*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Depth of Knowledge (DOK)

Norman L. Webb (2002) created (DOK) Depths of Knowledge levels that align to the evaluation of curriculum and assessment: Recall & Reproduction, Skill & Concept, Strategic Thinking, and Extended Thinking. Bloom's Taxonomy (2001): Remembering, Understanding, Applying, Analyzing, Evaluating, And Creating. The New Taxonomy: Retrieval, Comprehension, Analysis, & Knowledge Utilization.

Refer to Appendix W.1 for additional information

Desired Effect

The Marzano framework includes a desired effect for student learning after teachers use strategies accurately and in the right context. (Senn, D., et al., 2015, p.4)

References:

Senn, D., Rutherford, A., & Marzano, R. (2015). *Identifying critical content: classroom techniques to help students know what is important*. West Palm Beach, Florida: Learning Sciences Marzano Center.

E

Entry Points

The idea, developed by Howard Gardner that a topic can be introduced five different ways to appeal to the multiple intelligences; 1.) narrative: tell a story, 2.) logical-quantitative: give data, numbers, statistics, cause and effect, or use deductive reasoning, 3.) foundational: philosophical questions about the big picture, 4.) experimental: hands-on experience with the topic or relating the topic to the students personally, 5.) aesthetic: respond to sensory input; what does it look like?

Experimental Inquiry

The act of explaining observations, generating explanations, making and testing predictions.

Explicit Instruction

Instruction that clearly outlines and defines learning goals and targets.

Extending a Lesson

Adapting to the needs of your students; activities that move students who have already demonstrated the desired result to a higher level of understanding. For example, manipulating the difficulty level or providing an opportunity for peer-to-peer evaluation to select the best example of a student work that demonstrates the critical content at hand. (Senn, D., et al., 2015, pp. 2, 10, 35)

*Refer to **Appendix E.1** for additional information*

References:

Senn, D., Rutherford, A., & Marzano, R. (2015). *Identifying critical content: classroom techniques to help students know what is important*. West Palm Beach, Florida: Learning Sciences Marzano Center.

F

Florida Standards

On February 18, 2014, the Florida State Board of Education adopted the Florida Standards. The Standards represent what all students should know and be able to do in each grade from K-12.

Fluency Practice

Practice to develop a skill to be able to complete easy tasks without conscious thought and hard tasks with enough conscious thought to execute it and also the specifics of the task. (Harmon, K., & Marzano, R., 2015, pp. 67-71)

*Refer to **Appendix F.1** for additional information*

References:

Harmon, K., & Marzano, R. (2015). *Practicing skills, strategies & processes: classroom techniques to help students develop proficiency*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Formative Assessment

The process of monitoring student learning through ongoing feedback.

*Refer to **Appendix F.2** for additional information*

Foundational Targets

Learning targets that include prerequisites, knowledge, and basic processes essential in understanding future concepts. (Moore, C., et al., 2015, pp. 8-21)

References:

Moore, C., Garst, L., & Marzano, R. (2015). *Creating & using learning targets & performance scales: How teachers make better instructional decisions*. West Palm Beach, Florida: Learning Sciences Marzano Center.

G

Generating and Testing a Hypothesis

Hypothesis generation and testing can be approached in an inductive or deductive manner.

Deductive thinking: is the process of using a general rule to make a prediction about a future action or event.

Inductive thinking: is the process of drawing new conclusions based on information we know or are presented with.

(Senn, D., & Marzano, R., 2015, p.17)

References:

Senn, D., & Marzano, R. (2015). *Engaging in cognitively complex tasks: classroom techniques to help students generate & test hypotheses across disciplines*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Graphic Organizer

Any chart, graph, table, drawing, or other graphic device that is used for brainstorming, organizing ideas, or planning. Graphic organizers are one of the most popular ways for students to represent knowledge they have encountered in a critical input experience. Some examples include: story maps, Venn Diagrams, flow charts, matrices, histograms, and pie charts.

Refer to **Appendix G.1** for additional information

References:

Scoles West, C., & Marzano, R. (2015). *Examining similarities & differences: classroom techniques to help students deepen their understanding*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Senn, D., & Marzano, R. (2015). *Organizing for learning: classroom techniques to help students interact within small groups*. West Palm Beach, Florida: Learning Sciences Marzano Center.

I

Instructional Strategy

A category of techniques used for classroom instruction that has been proven to have a high probability of enhancing student achievement. (Senn, D., et al., 2015, p.6)

Refer to Appendix I.1 for additional information

References:

Senn, D., Rutherford, A., & Marzano, R. (2015). *Identifying critical content: classroom techniques to help students know what is important*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Instructional Technique

The method used to teach and deepen understanding of knowledge and skills. (Senn, D., et al., 2015, p.7)

Refer to Appendix I.2 for additional information

References:

Senn, D., Rutherford, A., & Marzano, R. (2015). *Identifying critical content: classroom techniques to help students know what is important*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Interactive Notebook

Also known as academic notebooks contain a permanent record or students' analyses and syntheses of the content they have learned. Students date their entries, which include generated notes written after a short time of content input (teacher presentation, video, student reading), reactions to content, questions and answers, reflections about their progress, and revisions throughout their learning.

J

Jigsaw

Type of collaborative processing where each member of the group becomes an "expert" on a portion of the information, each expert can share what they processed of their chunk of information. This is called "Jigsaw" because the students can only see the big picture once each of their processing is shared. (Sahadeo-Turner, T., & Marzano, R., 2015, pp.61-62)

References:

Sahadeo-Turner, T., & Marzano, R. (2015). *Processing new information: classroom techniques to help students engage with content*. West Palm Beach, Florida: Learning Sciences Marzano Center.

L

Learning Target

What students should know, understand or be able to do at the end of a lesson. A learning goal often begins with "Students will be able to" or "Students will understand." Learning goals should not be confused with activities.

*Refer to **Appendix L.1** for additional information*

References:

Moore, C., Garst, L., & Marzano, R. (2015). *Creating & using learning targets & performance scales: How teachers make better instructional decisions*. West Palm Beach, Florida: Learning Sciences Marzano Center.

M

Marzano Causal Teacher Evaluation Model

Adopted by the State of Florida in 2011 and is utilized in Broward & Palm Beach counties. Evidence-based teacher evaluation model that represents a cause and effect relationship to student achievement that is organized into four interdependent domains (classroom strategies and behaviors, planning and preparing, reflecting on teaching, & collegiality and professionalism).

*Refer to **Appendix M.1** for additional information*

Metaphors and Similes

A **metaphor** is a comparison between two unrelated things to highlight a common pattern or theme on an abstract level.

A **simile** compares two unlike things using the words "like" or "as".

Examples:

Metaphor: The classroom was a refrigerator. (Implies the classroom was cold.)

Simile: The car was as big as an elephant. (Implies the car was very large.)

Mnemonic Devices

Techniques that help students memorize information such as facts. Students must understand information before a memory technique is employed.

Monitoring

The act of checking for evidence of the desired result of a specific strategy while the strategy is being implemented.

*Refer to **Appendix M.2** for additional information*

O

Organizing for Learning

Instructional strategy that focuses on facilitating small-group discussions in which students use academic language to talk about content.

P

Paired Practice

A technique in which one student practices a skill, strategy, or process first independently, then a partner provides coaching feedback and advice. This technique allows students to gain insight into various thought processes among peers as they practice a new skill.

Performance Scales

A continuum that articulates distinct levels of knowledge and skills relative to a specific standard. (Moore, C., et al., 2015, p.24)

*Refer to **Appendix P.1** for additional information*

References:

Moore, C., Garst, L., & Marzano, R. (2015). *Creating & using learning targets & performance scales: How teachers make better instructional decisions*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Procedural Knowledge

Knowledge that is oriented towards skills, strategies, or processes; overtime, this knowledge is shaped by the learner. When fully developed, procedural knowledge can be performed at the level of automaticity or controlled processing. This is developed through practice over time. Some examples are: performing long division, reading a contour map, or editing an essay for mechanics.

References:

Moore, C., Garst, L., & Marzano, R. (2015). *Creating & using learning targets & performance scales: How teachers make better instructional decisions*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Q

Quick-Notes and Quick-Draws

Students respond in a specified amount of time to an open-ended question or prompt the teacher provided.

R

Recording and Representing Knowledge

A strategy that offers multiple ways for students to record and represent new knowledge in either linguistic or nonlinguistic forms.

References:

Schmidt, A., & Marzano, R. (2015). *Revising knowledge: classroom techniques to help students examine their deeper understanding*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Revising Knowledge

Instructional strategy made of multiple discrete cognitive processes that include 1) reviewing prior knowledge; 2) identifying and correcting mistakes, misconceptions or misunderstanding; 3) identifying gaps in knowledge; 4) amending prior knowledge; and 5) explaining the underlying reasons for specific knowledge revisions.

References:

Schmidt, A., & Marzano, R. (2015). *Revising knowledge: classroom techniques to help students examine their deeper understanding*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Rigor

A term used to describe instruction, schoolwork, learning experiences and expectations that are challenging. Rigorous learning experiences often incorporate complex or continuous concepts.

Rubric vs. Scale

A rubric explains to students how they will be evaluated, while a scale is a way for students to self-assess as they learn.

Refer to Appendix R.1 for additional information

S

Scaffolding a Lesson

A purposeful variety of instructional techniques to move students progressively toward more complex tasks and understanding for students to have greater autonomy to reach rigor. (Senn, D., et al., 2015 p.9)

*Refer to **Appendix S.1** for additional information*

References:

Senn, D., Rutherford, A., & Marzano, R. (2015). *Identifying critical content: classroom techniques to help students know what is important*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Sentence Stems

Sometimes called sentence starters, are helpful for students who are stuck about what to write in their notebooks and templates.

Standards-Based Instruction

The system of instruction and assessment that is based on a student's ability to demonstrate their understanding of predefined knowledge or skill.

Structured Practice

Also called "frequent structured practice" and "massed practice" is when the practice of skills is scheduled at specific intervals and guided during the early stages of learning (Harmon, K., & Marzano, R., 2015, pp. 49-58).

Refer to *Appendix S.2* for additional information

References:

Harmon, K., & Marzano, R. (2015). *Practicing skills, strategies & processes: classroom techniques to help students develop proficiency*. West Palm Beach, Florida: Learning Sciences Marzano Center.

Summative Assessment

The evaluation at the end of student learning, i.e. test, project. The goal of a summative assessment is to evaluate student learning at the end of an instructional unit to assess their mastery of the content.

T

Think-Pair-Share

Type of collaborative processing where students are given information, they are given time to think about it and come up with their own idea, understanding or opinion about it. Then, students are paired together to share their thoughts with their partner. After sharing with a partner they can also share with the class or write about it on paper (Sahadeo-Turner, T., & Marzano, R., 2015, pp. 29-30).

References:

Sahadeo-Turner, T., & Marzano, R. (2015). *Processing new information: classroom techniques to help students engage with content*. West Palm Beach, Florida: Learning Sciences Marzano Center.

U

Unpacking the Standards

Breaking down the standards into sub-objectives indicating what students need to know (generally one to two words/nouns) and what students need to do (lower and higher order verbs).

3. Appendix

This section provides visual information, additional examples and/or resources for some of the terms.

C

C.1

Career and College Readiness Anchor Standards

Issued by President Barack Obama, the reauthorization of *the Elementary and Secondary Education Act (ESEA)*.

The new *ESEA* will call for:

- ▶▶Raising standards for all students in English language arts and mathematics;
- ▶▶Developing better assessments aligned with college-and career-ready standards; and
- ▶▶Implementing a complete education through improved professional development and evidence-based instructional models and supports.

Retrieved from: <https://www2.ed.gov/policy/elsec/leg/blueprint/faq/college-career.pdf>.

C.2

Cooperative Learning/Projects Examples

Defining Elements

- Interpersonal and small group skills (*communication, trust, leadership, decision making, and conflict resolution*)
- Group processing (*reflecting on how well the team is functioning and how to function better*)
- Positive interdependence (*sink or swim together*)
- Face-to-face promotive interaction (*helping each other learn, applauding success and efforts*)
- Individual and group accountability

Sample Roles

- Task Master/Team Leader - "Have we read the paragraph on George Washington yet?"
"We need to move on, we only have ten minutes left."
- Checker - "Does everyone agree with Jen's answer on the year Washington was born?"
- Recorder/Editor-Note taker
- Gatekeeper - Peacemaker: "Let's here from Brady now."

Sample methods:

- Jigsaw: students are assigned a role to which they become an expert and teach it to the group.

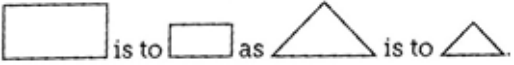
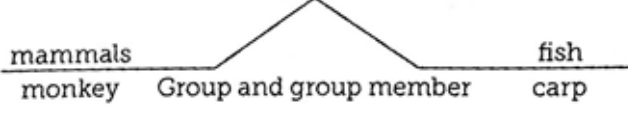
Additional resources:

- <http://www.palmbeachschools.org/staffdev/CooperativeLearning>
- <http://k6educators.about.com/od/helpfornewteachers/a/Effective-Cooperative-Learning-Strategies.htm>

C.3

Creating Analogies Example

Figure 6.1: Formats for Creating Analogies

Description	Example
Cloze format	_____ is to _____ as _____ is to _____
Aristotelian format	_____ : _____ :: _____ : _____
Visual format	
Graphic organizer	 <p style="text-align: center;">Source: Adapted from Hyerle (1996).</p>

E

E.1

Extending a Lesson

- Activities that promote a higher level of understanding for those students who have demonstrated the desired result
- Asking your high-achieving students to adapt a graphic organizer to tie in critical content from the previous lesson
- Students work together to develop questions about pertinent vocabulary, facts, skills and processes

As articulated in:

Senn, D., Rutherford, A., & Marzano, R. (2015). *Identifying critical content: classroom techniques to help students know what is important*. West Palm Beach, Florida: Learning Sciences Marzano Center.

F

F.1

Fluency Practice Example

Components to develop fluency:

- 1.) A specific performance criterion for introducing new problems
- 2.) Intensive practice on newly introduced problems
- 3.) Systematic practice on previously introduced problems
- 4.) Adequate time allotted for daily practice
- 5.) A recordkeeping system
- 6.) A motivation system

Example: Single digit multiplication fluency

1. Pair students and give them two problems and their reversal, four total (3x5, 5x3, and 5x6 and 6x5) to work on together.
2. Gradually add two problems (four total) at a time. Explain that students must answer in a second or less.
3. When students get to automatic recall of each set, move on to another and eventually to more difficult problems.
4. Build a record keeping system to allow students to chart their progress and motivate students.

F.2

Formative Assessment

As articulated in *Embedding Formative Assessment*, pp. 95-96

- No hands up, except to ask a question
 - Choose students at random
 - Interactive whiteboard randomizer
 - PowerPoint
 - Smartphone
 - Ice-pop sticks (with names/numbers, with or without replacement, with one name on multiple sticks, with a student looking after the sticks)
 - Small cards
 - Two random responses, then volunteers
- No opt-out
 - Return to original student-which answer is best?
 - Multiple choice-find incorrect items
 - “Do you need additional information?”
 - Ask the audience
 - Phone a friend
 - Hand Signals
 - Basketball
 - Hot-seat questioning
- Time for thinking
 - Increase wait time to enable thinking and elaboration time
 - Incorporate think-pair-share
- Avoiding questions altogether
 - Make statements (declarative, reflective, statement of mind, interest, student referral, teacher opinion, student question, class question, phatics and fillers, pass, silences)
 - Learning logs
 - Interpretive rather than evaluative listening
 - Minimal encouragers
 - Model-revealing activities
- All-student response systems
 - Electronic voting systems
 - ABCD cards
 - Finger voting
 - Mini dry-erase boards
 - Page protectors
 - Exit tickets (Anonymous or with name for placemats)
 - ABCD corners
 - Post-it notes along a line

G

G.1

Graphic Organizer

KWL Chart <i>Have students write what they know before and after completing their research.</i> Topic: _____		
<u>What I Know:</u>	<u>What I Want to Know:</u>	<u>What I Have Learned:</u>

I

I.1

Instructional Strategy

Retrieved from: <http://www.palmbeachschools.org/staffdev/HighYieldStrategies.asp>

- Tracking student progress
- Celebrating success
- Organizing Students to Interact with New Content, Practice and Deepen Knowledge, and Cognitively Complex Tasks:
- Previewing new content
- Helping students process new content
- Helping students record and represent new knowledge
- Using homework
- Helping students examine similarities and differences
- Involving students in cognitively complex tasks involving hypothesis generation and testing

I.2

Instructional Technique

1. Identifying Similarities and Differences
ie. Venn Diagrams, Charts
2. Summarizing and Note-Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice quizzes
5. Nonlinguistic Representations: ie. Symbols, Physical Movement
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Cues, Questions, and Advance Organizers

Retrieved from:

<http://www.ntuaft.com/TISE/ResearchBased%20Instructional%20Strategies/marzanos%209%20strategies.pdf>

\

L

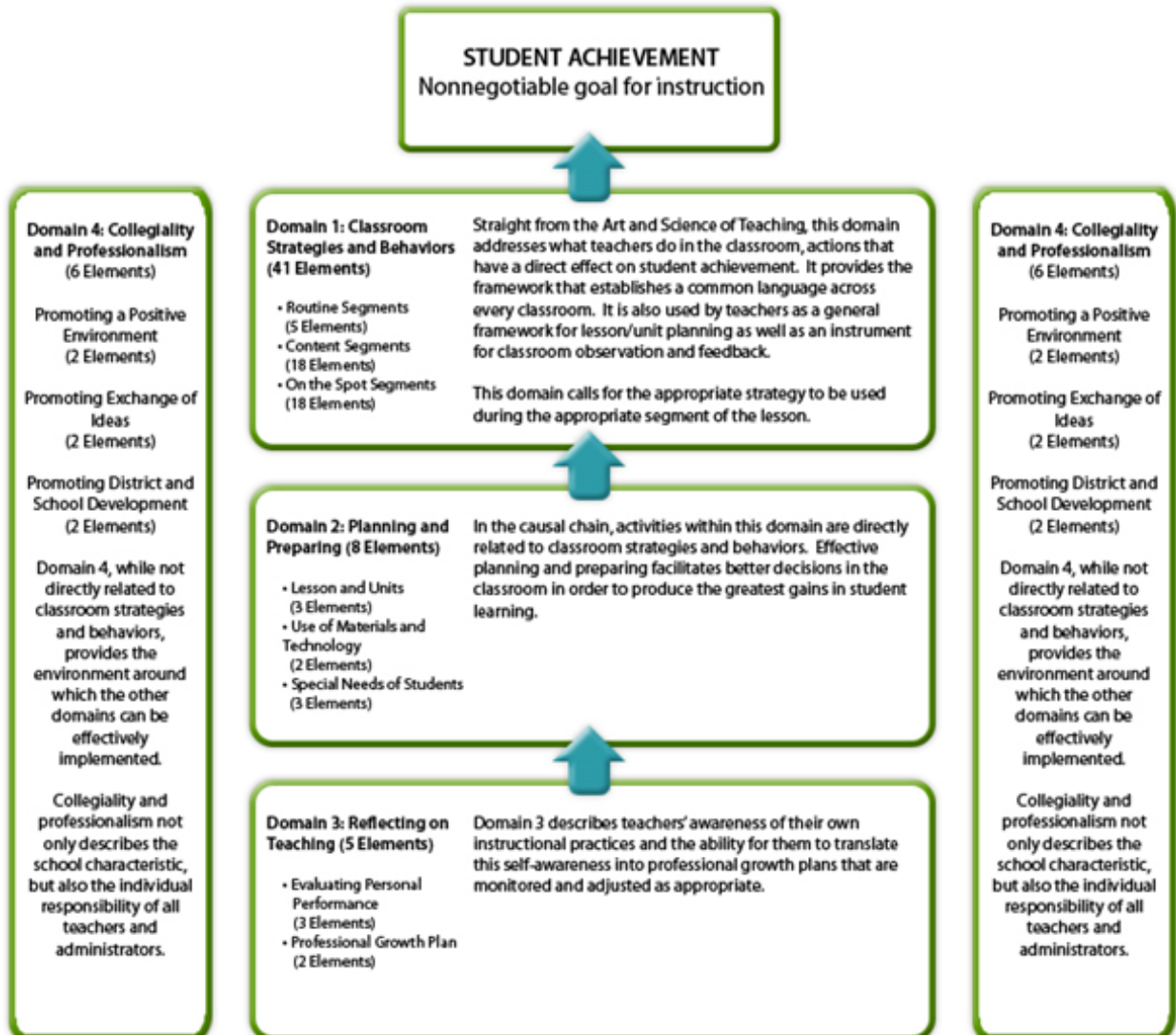
L.1

Learning Target

Learning Targets	Clear	Not Clear
1. I can identify the main idea in fiction and non-fiction text.	✓	
2. I can identify the concepts associated with culture.		✓
3. I can sort and classify objects using one attribute.	✓	
4. I can compare the functions of carbohydrates and proteins.	✓	
5. I can study the characteristics of sea creatures.		✓
6. I can identify parallel and perpendicular lines.	✓	

M.1

Marzano Causal Teacher Evaluation Model



Retrieved from:

<http://www.palmbeachschools.org/staffdev/documents/TeachingforRigor20140520.pdf#search=marzano%20cooperative%20learning>

M.2

Monitoring

Marzano Morsel, Marzano Minutes, Issue 2, Vol. 1, The School District of Palm Beach County

“Effective monitoring can actually save you time. It affords the teacher the opportunity to determine if a given strategy has had the desired effect through each "chunk" of instruction. This will allow teachers to implement new strategies and/or address misconceptions or misunderstandings as lesson progression occurs. It also has been documented that ongoing monitoring increases student engagement. When students realize that their learning matters to their teacher, they stay more engaged in the learning process. There are many different monitoring strategies educators could utilize. Visit the Professional Development Website to view some possible monitoring strategies.”

See more strategies:

<http://www.palmbeachschools.org/staffdev/MonitoringStrategies.asp>

P

P.1

Performance Scale Example

4th Grade/Reading

Learning Goal (Standard): The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.

<p>Score 4</p>	<p>The student can analyze the impact of the _____(elements of the story) on the outcome of the story. Elements of the story: plot structure, including exposition, setting, character development, problem/resolution, theme</p>
<p>Score 3</p>	<p>The student can identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.</p>

Score 2	The student can define and understand the purpose for the plot, including exposition, setting, character, problem/resolution and theme.
Score 1	With help, the student can begin to identify some of the elements of plot structure.

R

R.1

Rubric vs. Scale examples


- Rubric:

Name _____ Date _____

_____ Writing Rubric

Sentences <small>(Conveys meaning through writing)</small>	4	3	2	1
Conventions <small>(Finger spaces, capitals, punctuation)</small>	4	3	2	1
Illustration	4	3	2	1
Handwriting	4	3	2	1

Comments: _____



Retrieved from:

<http://manelsonportfolio.blogspot.com/2011/11/teach-handwriting-effectively.html>

- Scale:

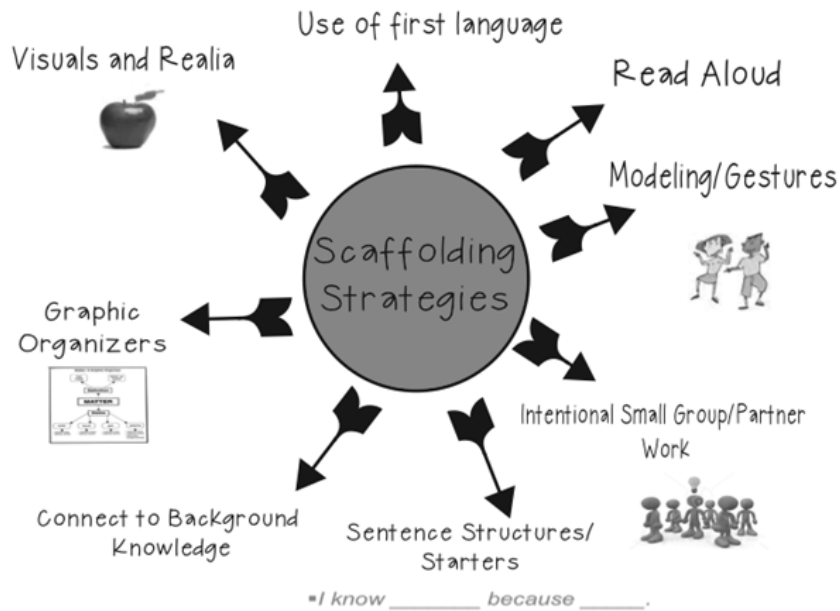
Students will be able to explain the importance of documents that shaped our nation's history.

S	4	In addition to level three, students will... <ul style="list-style-type: none"> • Describe what life would be like without those documents
	3	The student explains the importance of... <ul style="list-style-type: none"> • Declaration of Independence • Constitution • National Anthem in shaping our nation.
D	2	The student explains the importance of... <ul style="list-style-type: none"> • Declaration of Independence • Constitution In shaping our nation
B	1	The student can only describe 1 or more of the documents, but lacks an explanation of its importance in shaping our nation.

S

S.1

Scaffolding a Lesson Example



See:

<http://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>

S.2

Structured Practice

After students have received instruction and a clear model on a sounding and blending strategy, “a practice session is scheduled soon after that initial experience, preferably within a day or two. The teacher introduces the practice session with a brief review of the procedure. The teacher again models the procedure for students to give them a sense of how it works. Students are presented with a few sentences that have words specifically selected because they can be decoded relatively easily by examining the first and last letters. In effect, the practice exercise requires students to use the first step only in the overall procedure. Students are asked to read the sentences on their own, paying attention to the target words that require the strategy. After each student has had time to read the passage and try the strategy, volunteers are asked to describe how they used the strategy with the target words. In short, the practice session is structured so that a few well-crafted examples are addressed and discussed. Additionally, students experience a high rate of success during the practice session.

Marzano, R. (2007). Chapter 3. What will I do to help students practice and deepen their understanding of new knowledge? Retrieved August 28, 2015.

W

W.1

Depth of Knowledge (DOK)

Bloom’s Taxonomy (Old-New)	Webb’s Taxonomy	The New Taxonomy
Knowledge- Remember	Recall and Reproduction	Retrieval
Comprehension- Understand	Skills and Concepts	Comprehension
Application- Apply	Strategic Thinking/Reasoning	Analysis
Analysis- Analyze	Extended Thinking	Knowledge Utilization
Synthesis-Evaluate		
Evaluation-Create		

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