

AUTHENTICITY AND MARZANO'S CONTENT FEEDBACK PROTOCOL

Authenticity Principle	Essential Question- How does the lesson:	Characteristics of Authentic Lessons	Marzano Element	Example Strategies
Construction of Knowledge	allow students to manipulate information to create or construct new understanding?	New student learning builds on prior knowledge.	8. Previewing new content	KWL, Advance organizer, Anticipation guide, Pre-assessment, Essential question
			14. Reviewing content	Summary, Practicetest or problem, Whole-group questioning, Cloze activities, Bell Ringers
		Students use higher-order thinking to construct their own knowledge.	10. Helping students process new content	Collaborative processing, Jigsaw, Cooperative learning, Reciprocal teaching, Think-pair-share, Frayer Model, Concept mapping
			17. Helping students examine similarities and differences	Venn diagram, Metaphors, Analogies, Sentence stem analogies, Card sort
			20. Helping students revise knowledge	Notebooking, Journals, Peer response/feedback, Assignment revision, I used to think... but now I know...
Disciplined Inquiry	engage students in the process of gathering and connecting information through meaningful questions that lead to exploration or investigation of a significant topic?	Meaningful questions guide student learning	11. Helping students elaborate on new content	Essential and guiding questions, Elaborative interrogation, Directed paraphrasing
		Appropriate structure is provided to help students work systematically toward a complex solution or explanation.	9. Chunking content	Break instruction into small pieces, Templates, Leading and guiding questions
			21. Organize students for cognitively complex tasks	Cooperative learning, Journals, Peer response/feedback, Peer tutoring, Student-designed investigations
			23. Providing resources and guidance for cognitively complex tasks	Ask students to support their answers, Rubrics, Circulating around the room, Provide written and verbal feedback
	Students construct a supported explanation or argument.	22. Engage students in cognitively complex tasks involving hypothesis generation and testing	Experimental inquiry, Problem-solving tasks, Investigations, Students make and support claims	
		Students create a product that integrates or represents their learning.	12. Helping students record and represent knowledge	Concept maps, Graphic organizers, Notebooks and journals, Presentations, Projects
	engage students in substantive conversation to deepen and communicate learning?	Students share ideas and respond to the ideas of others.	7. Organize students to interact with new knowledge	Establish group norms, Fishbowl, Structured cooperative learning with specific tasks, Elbow partners
		Students negotiate a group understanding of a concept or idea.	15. Organize students to practice and deepen knowledge	Perspective analysis, Cooperative learning, Student tournaments, Think-pair-square, Peer feedback, Inside-outside circles, Cooperative comparisons, 4-2-1

Authenticity Principle	Essential Question-How does the lesson:	Characteristics of Authentic Lessons	Marzano Element	Example Strategies
Value Beyond School	engage students in activities that are connected to the world beyond the classroom?	Students make personal connections with the learning activities.	16. Using Homework	3-2-1, RAFT, Create the Problem, Example & Non-example
		Learning addresses a topic or problem that has implications beyond the lesson itself.	6. Identifying critical content	Storyboards, Graphic organizers, Narrative activities, Pause time, Tone of voice,
Student-Centered Learning	provide opportunities for student autonomy?	Students experience active rather than passive learning.		
		Students make choices about their learning environment (content, process, product).	19. Helping Students Practice Skills, Strategies and Processes	RAFT, Cus & Discuss, Card Sort, Strategy Harvest
		Formative assessment is used to identify and build on students' prior knowledge.		
		Student cultural experiences and backgrounds are considered.		
		Students to assess, critique, or reflect on their own work.	13. Helping students reflect on learning	Reflective journals, Think logs, Exit tickets, Two-column notes, KWL, I used to think... but now I know...
			18. Helping students examine their reasoning	Identifying errors of faulty logic, Find errors in media, examine support for claims, Statistical examination of data

***This protocol chart is only to be used as a suggested resource guide. These are not the only way these elements of Marzano align with Authenticity so this chart could be flexible where these elements are actually addressed when teaching authentically.