

High Yield Strategy

What does the strategy look like in the classroom?

Identifying Similarities & Differences

- * Assigning in-class and homework tasks that involve
 - Comparison and classification
 - Metaphors and analogies

Summarizing & Note taking

- * Asking students to
 - Generate verbal summaries
 - Generate written summaries
 - Take notes
 - Revise their notes, correcting errors and adding information

Reinforcing Effort and Providing Recognition

- * Recognizing and celebrating progress toward learning goals
 - Throughout a unit
 - At the end of a unit
- * Recognizing and reinforcing the importance of effort

Homework & Practice

- * Providing specific feedback on all assigned homework
- * Assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction

Nonlinguistic Representations

- * Asking students to
 - Generate mental images representing content
 - Draw pictures or pictographs representing content
 - Construct graphic organizers representing content
 - Act out content
 - Make physical models of content
 - Make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models

Cooperative Learning

- * Organizing students in
 - Cooperative groups when appropriate
 - Ability groups when appropriate

Setting Objectives & Providing Feedback

- * Setting specific learning goals at the beginning of a unit
- * Providing feedback on learning goals throughout the unit
- * Providing summative feedback at the end of a unit
- * Asking students to
 - Set their own learning goals at the beginning of a unit
 - Keep track of their progress on learning goals
 - Assess themselves at the end of a unit

Generating & Testing Hypotheses

- * Engaging students in projects that involve generating and testing hypotheses through
 - Problem solving tasks
 - Decision making tasks
 - Investigation tasks
 - Experimental inquiry tasks
 - Systems analysis tasks
 - Invention tasks

Questions, Cues, & Advance Organizers

- * Prior to presenting new content
 - Asking questions that help students recall what they might already know about the content
 - Providing students with direct links to what they have studied previously
 - Providing ways for students to organize or think about the content

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