

Marzano's Nine Top Strategies

**Setting Objectives and Providing Feedback*

Categories of Instructional Strategies That Affect Student Achievement

Category	Average Effect Size	Percentile Gain
Identifying similarities and differences	1.61	45
Summarizing and note taking	1.00	34
Reinforcing effort and providing recognition	.80	29
Homework and practice	.77	28
Nonlinguistic representation	.75	27
Cooperative learning	.73	27
Setting objectives and providing feedback	.61	23
Generating and testing hypotheses	.61	23
Questions, cues, and advance organizers	.59	22

7 Setting Objectives and Providing Feedback

- Specific but flexible goals provided by teacher
- Students should personalize the teacher's goals
 - Students can identify goals they will attain within the larger class goals
 - Students can contract for the grade they will receive if they meet those goals
- Providing sentence stems helps students create personal goals
 - “I want to know”
 - I want to know more about ...”

#7 Providing Feedback

Feedback should be “corrective” in nature.

Research Results for Corrective Feedback

Synthesis Study	Focus	Average ES	Percentile Gain
Type of Feedback	Right/ wrong answer	-.08	-3
	Correct answer	.22	9
	Repeat until correct	.53	20
	Explanation	.53	20

#7 Providing Feedback

Feedback should be timely.

Timing of Feedback			
Synthesis Study	Focus	Average Effect Size	Percentile Gain
Timing of Feedback	Immediately after item	.19	7
	Immediately after test	.72	26
	Delayed after test	.56	21
Timing of Test	Immediately after learning situation	.17	6
	One day after	.74	27
	One week after	.53	20
	Longer	.26	10



#7 Providing Feedback

- **Feedback should be specific to a criterion**
 - Most useful feedback should reference a specific skill or knowledge NOT how they compared with others
 - Criterion referenced feedback tells students where they are in reference to their own learning
 - Norm referenced feedback tells students where they stand in reference to other students
- **Students can effectively provide self assessment and monitor their own progress**