



Making Standards Useful in the Classroom

Robert J. Marzano, Mark W. Haystead

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Has the standards movement in the United States led to improved classroom instruction and effective assessment? In too many cases, the answer is no. As authors Robert J. Marzano and Mark W. Haystead explain, two major reasons account for this situation: state and national standards documents typically identify far more content than teachers can actually teach during a school year, and the standards are not written in a manner that supports effective instruction and assessment.

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