

## Teacher Survey for Highlighting Critical Information

1. I begin lessons by explaining why upcoming content is important.
 

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------
  
2. I tell students to get ready for important information.
 

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------
  
3. I cue the importance of upcoming information using nonlinguistic cues (tone of voice, body position, level of excitement).
 

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------
  
4. When I ask them, students can describe the level of importance of the information addressed in class.
 

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------
  
5. When I ask them, students can explain why the content is important to pay attention to.
 

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------
  
6. When I highlight critical information, students visibly adjust their level of engagement.
 

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

*Source: Adapted from Marzano Research. (2016). Marzano compendium of instructional strategies. Centennial, CO: Author.*