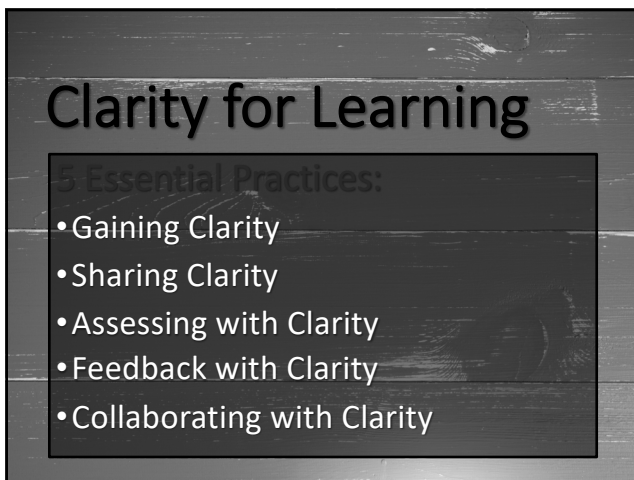


Today we are learning about the 5 essential practices around clarity and how they empower both students and teachers through collective efficacy and collaboration.



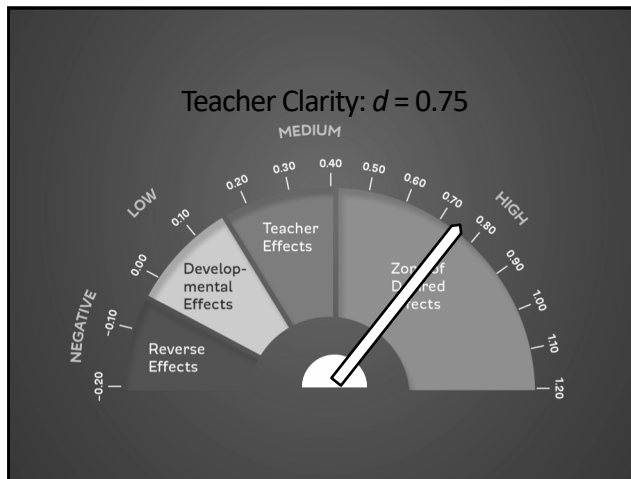
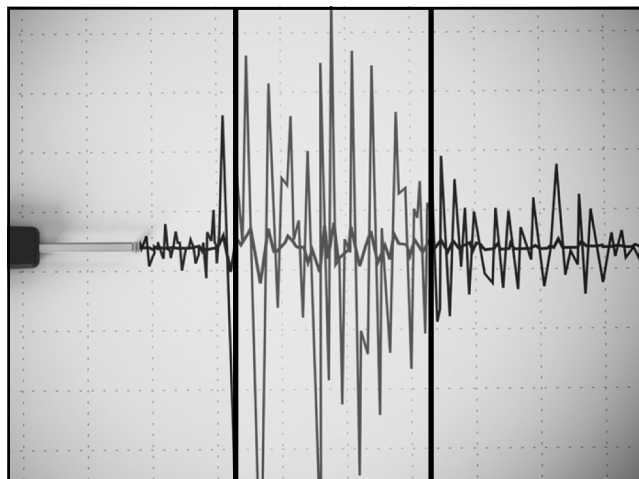
## Clarity for Learning

### 5 Essential Practices:

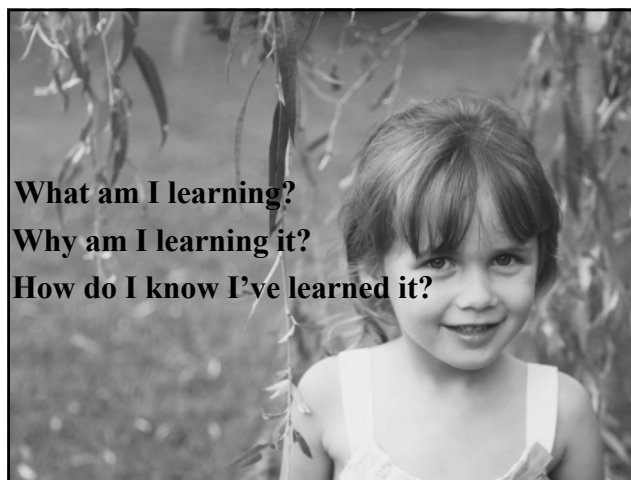
- Gaining Clarity
- Sharing Clarity
- Assessing with Clarity
- Feedback with Clarity
- Collaborating with Clarity

## Success Criteria


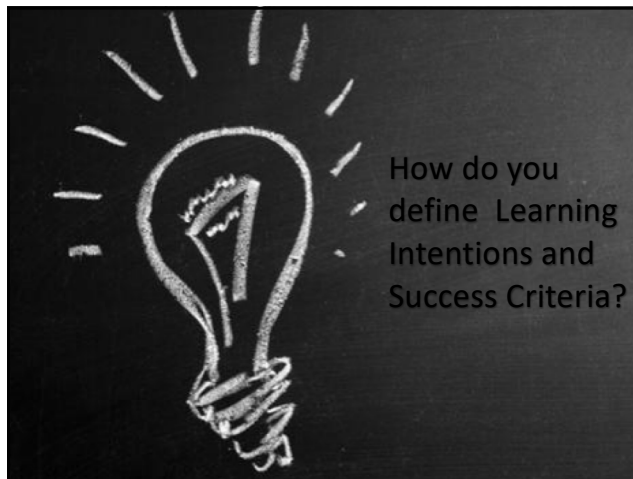
- I can articulate how teacher clarity promotes student clarity for learning.
- I can engage with powerful ways to share clarity with learners.
- I can explain how students can provide feedback through opportunities to respond, purposeful self and peer assessment tools.
- I can determine how to put the practices into action and see the results in student learning.
- I can describe the relationship between clarity for learning, collective efficacy, and collaboration in my classroom.



Tractor	Ocean
Green	Nicely
Apple	Countertop
Zero	Airplane
Weather	Jump
Pastel	Laugh
Quickly	Tall



**What am I learning?  
Why am I learning it?  
How do I know I've learned it?**



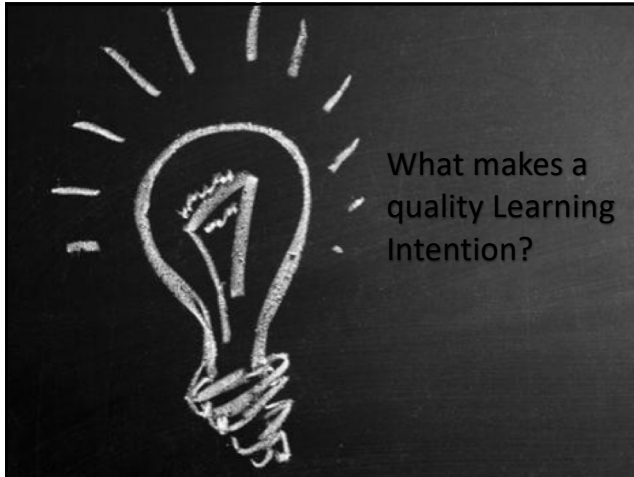
- Learning Intentions describe what it is that we want our students to **learn**.

Ainsworth, 2015

Learning Intention:  
We are learning about algebraic expressions and equations.

Success Criteria:

1. Combine like terms and use removal to *simplify* expressions and equations.
2. Use inverse operations to isolate the *variable* and *find* its value.
3. Use substitution to check and balance an equation.
4. Interpret word problems and convert verbal expressions/ equations into numerical expressions and equations and solve.



## Learning Intentions

- State the goal of learning
- Provide the "why"
- Stated in student-friendly language


*Learning Intentions state what is intended to be learned.*


Is this a quality Learning Intention?


Why or why not?

Which is the Learning Intention?		
<p><b>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</b></p>	<p><b>In this unit...</b></p> <p>I am learning how to effectively communicate my ideas about a topic that interests me.</p>	<p><b>In this unit, you will learn all the skills necessary to meet standard SL.6.4 which states:</b></p> <p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>



Which is the Learning Intention?		
<p><b>Develop and use a model to describe function of a cell as a whole and ways parts of cells contribute to the function.</b></p>	<p>In this lesson, the student will be able to (TSWBAT) explore cells using the microscope to locate the cell parts.</p>	<p>Today, I am learning about the parts of a cell and how they help the cell to function.</p>
		

Which is the Learning Intention?		
<p><b>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact)</b></p>	<p>In this unit, you will learn how characters, places, and things that happened in <i>James and the Giant Peach</i> are similar and different from things that happened in <i>Charlie and the Chocolate Factory</i>.</p>	<p>In this unit, I am learning how characters, places, and things that happen in stories are similar and how they are different.</p>
		



What makes a quality Success Criteria?

**Learning Intentions**

- State the goal of learning
- Provide the "why"
- Stated in student-friendly language

**Success Criteria**

- Provide the ingredients for meeting the Learning Intention
- Students can articulate them
- Ensure the SC focus on learning rather than tasks or activities
- Align to exemplars and models that address quality



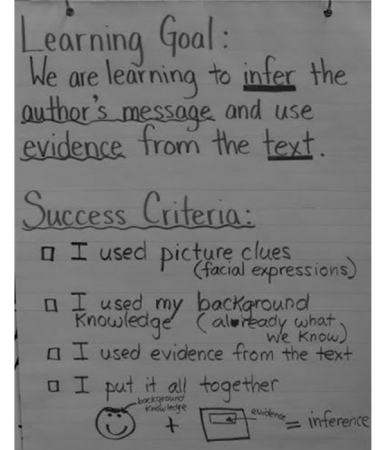
• Success Criteria specify for students **the necessary evidence they will need to produce** to show whether or not they have achieved the related learning intention.

• Unless teachers are clear about what they want students to learn and what success looks like, they are hardly likely to **develop good assessments of that learning.**

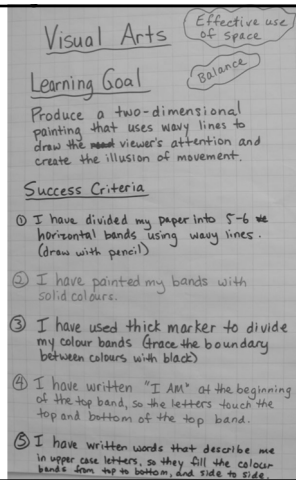
Ainsworth 2015

Is this a quality Success Criteria?

Why or why not?



Is this a quality Success Criteria? Why or why not?



Which is Success Criteria?

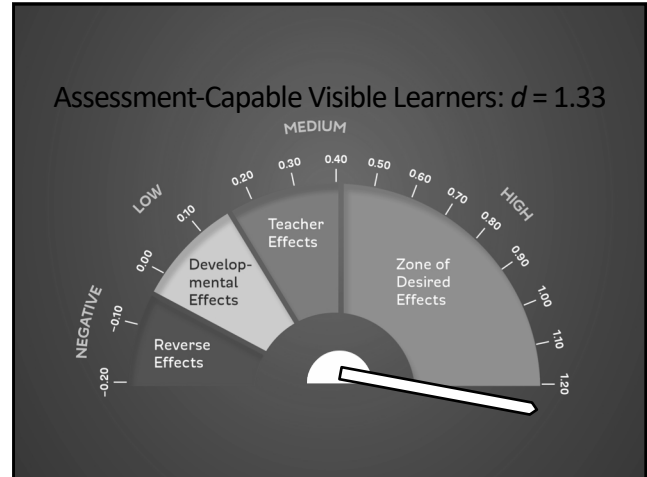
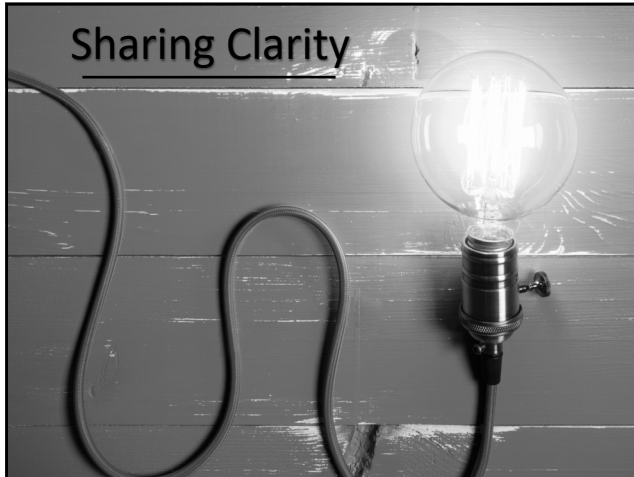
**MS-LS1. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.**

Today, I am learning about the parts of a cell and how they help the cell to function.

- Using the materials provided, decide which material will be used to create each cell part
- Label each cell part
- Write a description of each cell part

- I can construct an accurate model of a cell
- I can use the model to explain how the cell functions, both as a whole and in parts





### What is an assessment-capable learner?

- **KNOW** their current level of understanding.
- **KNOW** where they are going and are confident to take on the challenge.
- **SELECT** tools to guide their learning.
- **SEEK** feedback and recognize that errors are opportunities to learn.
- **MONITOR** their progress and adjust their learning.
- **RECOGNIZE** their learning and teach others.

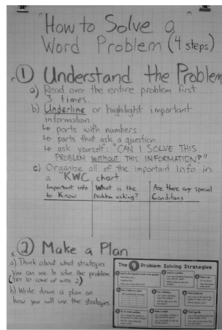
Frey, Hattie, & Fisher, 2018

### What does Co-Constructing Success Criteria mean?

**Co-constructing is simply the practice of working with students to develop a shared understanding about what success looks like.**

Chris Stewart  
@math\_inquirer

### Co-Constructed Criteria for Solving Math Word Problems



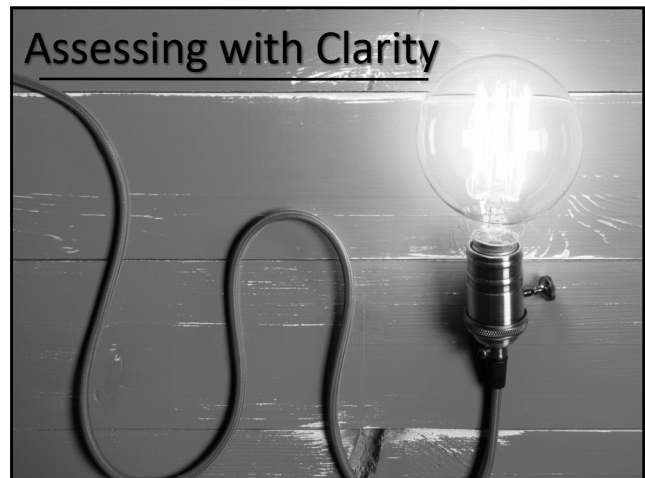
- Provides:
    - a coat hanger on which surface-level knowledge can be organized
  - Increases:
    - willingness to engage in the task
    - see the importance and purpose
    - Confidence
    - decreases anxiety
    - connects to their prior knowledge
    - probability that they will reinvest in subsequent learning opportunities
- (Hattie & Donoghue, 2016)

### Co-Constructing Success Criteria

- Students help draft and can articulate the Success Criteria
- Students use Success Criteria, exemplars, models to set goals and monitor progress



### Assessing with Clarity

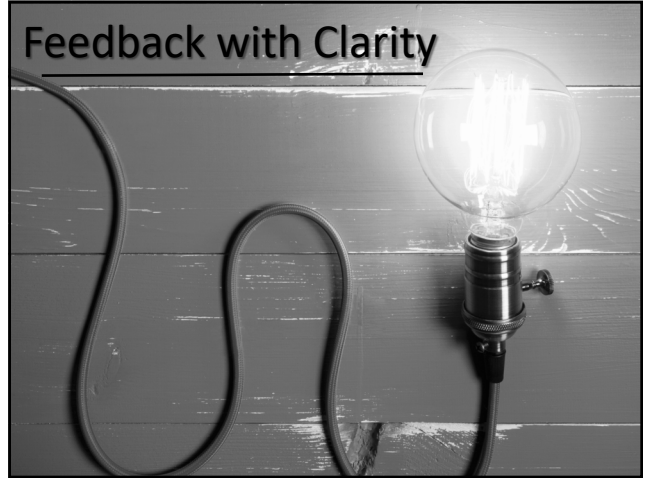


### Make Student Thinking Visible

1. Ask students to ob\_\_\_\_\_ and de\_\_\_\_\_ what they "see".
2. Build ex\_\_\_\_\_ and int\_\_\_\_\_.
3. Re\_\_\_\_\_ with ev\_\_\_\_\_.
4. Make co\_\_\_\_\_.
5. Consider different v\_\_\_\_\_ and pe\_\_\_\_\_.
6. Capture the big i\_\_\_\_\_ and form co\_\_\_\_\_.
7. Promote inquiry or the a\_\_\_\_\_ of more q\_\_\_\_\_.
8. Uncover the co\_\_\_\_\_ by going below the s\_\_\_\_\_.

Rehmet, Church, and Morrison, 2011

### Feedback with Clarity



### What is effective Feedback?

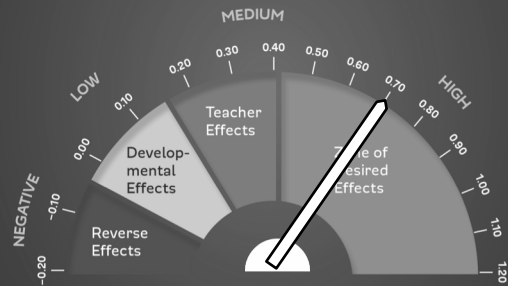
#### Feedback Defined:

**Feed:** *to nourish*

**Back:** *in return or in exchange*

**Feedback is meant to nourish learning through an exchange.**

Feedback:  $d = 0.70$



### What is effective Feedback?

- Where am I going?
- How am I going (or doing)?
- Where do I go next?



Clarity is arguably the *most important effect* of all the research studies on what works most effectively in schools.

Why?

A hand-drawn equation on a black background. On the left is a question mark, followed by a plus sign, then a lightbulb, an equals sign, and finally an exclamation point.

### Clarity makes all the other effects possible!

- Assessment-Capable Learners 1.33
- Response to Intervention (RTI) 1.07
- Self Efficacy 0.92
- Feedback 0.70

## Clarity for Learning

### 5 Essential Practices:

- Gaining Clarity
- Sharing Clarity
- Assessing with Clarity
- Feedback with Clarity
- Collaborating with Clarity

## Success Criteria

- I can articulate how teacher clarity promotes student clarity for learning.
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## Clarity for Learning

*Five Essential Practices That Empower Students and Teachers*

