“Teaching must always be considered in terms of its impact on student learning.”

Frey, Hattie, and Fisher, 2018, p.2

Learning Intention

I am learning about the relationship between clarity and learning.

Success Criteria

I’ll know I’ve got it when...

1. I can identify the characteristics of an assessment-capable visible learner.
2. I can explain what is meant by clarity about learning.
3. I can evaluate where my learners are in the journey to being assessment-capable.
4. I can explain how clarity about learning promotes assessment-capable visible learners.
What experiences do you believe Sara had during her Kindergarten year?

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.

Frey, Hattie, & Fisher, 2018
What highly effective teachers do... | Such that students...
--- | ---
Communicate clear learning intentions | Understand the learning intentions
Have challenging success criteria | Are challenged by success criteria
Teach a range of learning strategies | Develop a range of learning strategies
Know when students are not progressing | Know when they are not progressing
Provide feedback | Seek feedback
Visibly learn themselves | Visibly teach themselves

Teacher Clarity: \( (d = 0.75) \)

Learning Intentions and Success Criteria

- Learning Intentions describe what it is that we want our students to **learn**.
- 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
What am I learning?

Why am I learning it?

How will I know when I have learned it?

Goal Intentions ($d = 0.68$)

Success Criteria ($d = 0.52$)
What is an assessment-capable learner?

- SELECT tools to guide their learning.

Frey, Hattie, & Fisher, 2018
What is an assessment-capable learner?

- SEEK feedback and recognize that errors are opportunities to learn.
- MONITOR their progress and adjust their learning.
- RECOGNIZE their learning and teacher others.

Frey, Hattie, & Fisher, 2018
Option #1

Order the following fractions by first finding a common denominator.

1. 19/15     11/15
2. 7/12      41/30
3. 5/6       1/2

Option #2

1. Predict where you think 11/8 should be on the below number line.
2. Explain why you placed 11/8 where you did.
3. Draw and label a few other points to help you explain your reasoning.

Hattie, Fisher, and Frey, 2017

Glasgow’s Museum of Music

Challenging Task

Cooperative Learning Task: You and your team will create two different drums using different materials for each drum. Please be sure that the drums make different sounds. When finished, all groups will play their drums for the class and explain what materials were used.

Individual Writing Prompt: Tell me what you learned about what causes a vibration.

John Almarode, Ph.D., College of Education, James Madison University
1. Clear and Modeled Expectations
2. Emotional Safety
3. Personal Response
4. Sense of Audience
5. Social Interaction
6. Choice
7. Novelty
8. Authentic

Feedback: $d = 0.70$

Peer Tutoring: $d = 0.53$
Instructional Leadership | Transformational Leadership
--- | ---
- Classroom observations  | - Inspirational motivation  
- Interpreting test scores with teachers  | - Individualized support  
- Focusing on instructional issues  | - Sets direction  
- Ensuring a coordinated instructional program  | - Vision, group goals, high-performance expectations  
- Highly visible  | - Instructional support 
- Communicating high academic standards  | - Monitoring school activity 
- Ensuring class atmospheres are conducive to learning  | - Buffering staff from external demands 
  
|  | - Fair and equitable staffing  
|  | - Easily accessible  
|  | - High degree of autonomy for the school

What are we going?  
Where are we now?  
How will we move learning forward?  
What did we learn today?  
Who did not benefit from our teaching?

Success Criteria

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